2013

HIST 306 Civil War and Reconstruction

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Course description:

In 1861, the United States entered into a bloody civil war which not only forcibly resolved long festering questions over slavery, politics, economics, and sovereignty, but also ushered in a new era of total war, expanded citizenship, and the role of the nation state. This course is a study of both the politics and battles of the American Civil War as well as the social and cultural history of the conflict. Through various themes we will explore how the war altered, re-established, or otherwise importantly defined the social lives of Americans. We will study how people came to terms with the harsh realities of warfare, how the war altered both home fronts, and how new cultural understandings of technology, religion, race, gender and citizenship emerged from the war. In addition to the conflict itself, we will examine how following generations came to understand the history, narrative, and significance of the conflict and how they have recreated and remembered the war.

Gender and Diversity Studies:
This course fulfills one of the requirements for Gender and Diversity Studies. As such this course is designed to explore “both the social construction of identity and multiple axes of identity and difference, taking into consideration the various ways they may interrelate or intersect.”

This course also fulfills the diversity core requirement.

This course meets the following NCSS Reporting Standards for Social Studies:
1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.10 2.1 3.2

Xavier University History Department Student Learning Outcomes

Compare/ Contrast societies across the globe:
Students will be able to compare and contrast societies in the United States, Europe, and other parts of the world.

Understand the past on its own terms
Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.

Change over time and historical processes
Students will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.

Interpret sources
Students will be able to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.

Oral, written, technological expression
Students will be able to express historical and historiographical arguments clearly and persuasively.

Research
Students will be able to locate and identify primary and secondary texts.
Articulate trends and make historiographical arguments
Students will be able to articulate and explain major trends in historical thought.

Explain skills to broad audience
Students will be able to articulate broader applications of historical research, evaluation of arguments and evidence, and persuasive communication to a variety of situations and careers.

Class policies:

Examination books:
The midterm and the final will necessitate blue books. Students need to purchase examination books, or blue books, from the bookstore prior to the exam and bring them to class on the scheduled exam time. Please do not write on or in your exam books prior to the examination period.

Assignments:
Assignments are due in class and a hard copy of the assignment must be turned in during class time. Please do not e-mail paper assignments. Essays must be completed the day of class and cannot be turned in late.

Attendance and Participation:
In order to make optimum use of our time and cover the material, it is very important that students come to class prepared and willing to participate in class discussions and activities. Students are responsible for all material presented in class including lectures, discussions, films, and readings. Any and all of the class material may be part of exam questions and paper topics. Regular attendance is necessary to receive participation credit.

Incompletes:
Incompletes will not be given out except under extreme circumstances. Students are responsible for the university dates for cancellations.

Students with Disabilities:
Students with disabilities will receive accommodations in this class as determined by university policy. Please visit the Learning Assistance Center and see me if you have any concerns.

Academic Honesty
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Classroom courtesy and decorum:
Students are expected to maintain a civil and respectful decorum within the classroom. The class only functions in an atmosphere of mutual respect and courtesy. Please arrive on time and turn your cell phones off in class. Please do not use laptops or other electronic devices during class time. Failure to follow these standards will affect students’ participation grades.
Required texts:

David Reynolds, *Mightier than the Sword: Uncle Tom’s Cabin and the Battle for America*

Lorien Foote, *Gentlemen and the Roughs: Violence, honor and manhood in the union army*

Steven Ash, *When the Yankees Came: Conflict and Chaos in the Occupied South*

Judith Geisberg, *Army at Home: Women and the Civil War on the Northern Home Front*

Nicholas Lehman, *Redemption: The Last Battle of the Civil War*

Plus additional reading as noted-

Grading:

Grades will be based on five papers, a midterm, a final, and class participation. The grades will break down roughly as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

Calendar:

Caveat: The instructor reserves the right to change the calendar as necessitated by circumstances.

**Origins of War**

**WEEK 1:**
- Aug. 26: America at mid-century
- Aug. 28: Cotton, Slavery, and Honor
- Aug. 30: Manifest Destinies

**WEEK 2:**
- Sept. 2: No Class
- Sept. 4: Uncle Tom’s America
  - David Reynolds, *Mightier than the Sword*
  - PAPER DUE
- Sept. 6: Why the Civil War came

**WEEK 3:**
- Sept. 9: Secession
- Sept. 11: The Making of Billy Yank and Johnny Reb
- Sept. 13: Strategy and Stalemate

**Social Realities of War**

**WEEK 4:**
- Sept. 16: Seeing the Elephant
  - Lorien Foote, *Gentlemen and the Roughs*
  - PAPER DUE
Sept. 18  Shiloh and Antietam
Sept. 20  Emancipation

WEEK 5:  Sept. 23  John Hunt Morgan and his raid
Sept. 25  spies and parlor espionage
Sept. 27  Class, Ethnicity, and Political Dissention

WEEK 6:  Sept. 30  Gender, Populism, and the Southern War Effort
Oct. 2  Vacant Chairs and Gendered Politics in the North
  • Judith Geisberg, Army at Home
  ➢ PAPER DUE
Oct. 4  She-devils and sexual violence

WEEK 7:  Oct. 7  No Class
Oct. 9  Draft Riots
Oct. 11  MIDTERM

Cultures of Total War

WEEK 8:  Oct. 14  Gettysburg and Vicksburg
Oct. 16  Images of War/ Imagining War
Oct. 18  Religion, Belief, Death and Apocalypse
  • Faust, “The Civil War Soldier and the Art of Dying”

WEEK 9:  Oct. 21  Guerilla wars
Oct. 23  Technologies and medicines
Oct. 25  Occupation
  • Steven Ash, When the Yankees Came
  ➢ PAPER DUE

WEEK 10  Oct. 28  Prison life
Oct. 30  Burning Atlanta
Nov. 1  Cold Harbor to Appomattox

WEEK 11:  Nov. 4  Rehearsals for Reconstruction
Nov. 6  Jubilee in emancipation
Nov. 8  death of Lincoln

The Aftermaths of War

WEEK 12:  Nov. 11  Politics of Reconstruction
Nov. 13  Jefferson Davis in drag
  • Silber, “Intemperate Men, Spiteful Women, and Jefferson Davis”
Nov. 15  The Bloody shirt and the GAR

WEEK 13:  Nov. 18  Rebels, outlaws and the unrepentant South
Nov. 20  Battle for the New South
  • Nicholas Lehman, Redemption
  ➢ PAPER DUE
Nov. 22  black codes and convict leasing

WEEK 14:
Nov. 25  Treason and Coal
Nov. 27  No Class
Nov. 29  No Class

Remembering War

WEEK 15:
Dec. 2  The Lost Cause and the Good Fight
Dec. 4  Reunion and the Civil War veteran
Dec. 6  Memorializing War

WEEK 16:
Dec. 9  Birth of a Nation and the history of forgetting
Dec. 11  “Gone with the Wind” as American mythology
Dec. 13  Study Day