

Syllabus

Course: HI 346 (601) Spring 2019 The Civil War Era in Popular Culture
NC State Book: Syllabus
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Course Information

The Civil War represents a central event in American history over which battles continue to be fought today. In this course, we will explore the origins of the war, the war years themselves, and the reconstruction that followed. We will examine how and why the Civil War and Reconstruction gripped the imaginations and the passions of Americans after the war through an examination of popular culture, including movies, literature, and art. We will especially focus on conflicts concerning region, race, class, gender, and sexuality in the history and representation of the Civil War era. This course includes required course materials, including readings and movies, that depict slavery, war, and its aftermath in graphic ways.

Professor: Dr. Susanna Michele Lee, susanna_lee@ncsu.edu, History Department, North Carolina State University, [Office Hours](#)

Structure: This course consists of asynchronous online readings and discussions.

Prerequisites, Co-requisites, Enrollment Restrictions: None

Additional Course Information

- [Professor and Teaching Assistants](#)
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Expenses

Most course materials are available for free online. Students, however, are required to obtain some course materials on their own, either through buying, borrowing, renting, or streaming. These required materials are available through the University Bookstore, on reserve at D. H. Hill Library, or through online retailers and streaming services. Note that some streaming services have free trial periods.

Movies

- *12 Years a Slave* (2013) - available through [Netflix DVD](#) (\$7.99/month); through [Amazon](#) (\$2.99 to \$9.99)
- *Gettysburg* (1993) - available through [Netflix DVD](#) (\$7.99/month); through [Amazon](#) (\$3.99 to \$12.99)
- *Lincoln* (2012) - available through [Netflix DVD](#) (\$7.99/month); through [Amazon](#) (\$3.99 to \$9.99); through [Hulu](#) (\$7.99/month)
- *Free State of Jones* (2016) - available through [Netflix DVD](#) (\$7.99/month); through [Amazon](#) (\$3.99 to \$9.99); through [Hulu](#) (\$7.99/month)

Books

- Fetter-Vorm and Kelman, *Battle Lines* (2015) - \$19.50

Grade Calculation

- Introductory Unit (100 points): Students will complete introductory discussion forums and other introductory materials in the first two weeks of the course.
- Topical Units (100 points each; 700 points total): Students will submit discussion posts and complete readings (both primary sources and secondary sources) and activities on topics in the Civil War and Reconstruction, covering the origins of the war, the war itself, and the aftermath of the war.
- Game of Secession (200 points): Students will contribute to a digital "remake" of the Game of Secession (1862).
- Project (500 points): Students will consider critiques of American popular culture and historical scholarship on the Civil War and Reconstruction. Students will "remix" existing popular culture artifact(s) or create a new media "text" related to the Civil War and Reconstruction (ca. 1820 to 1900), such as an audio documentary, short story, or graphic novel, that addresses these critiques and scholarship. Artifacts with a textual component--like an audio documentary, song, or movie--must be accompanied by a transcript. All students will submit a short essay reflecting on the theoretical and scholarly works that underpin their creative work.

Outcomes

Students can either receive Humanities and US Diversity credit OR Interdisciplinary Perspectives and US Diversity credit.

At the end of this course, students will be able to:

1. Describe the key events in the history of the Civil War and Reconstruction with particular attention to the various perspectives and experiences of different groups of Americans.
2. Analyze the causes of the Civil War, the reasons for Union victory and Confederate defeat, and the successes and failures of Reconstruction.
3. Interpret primary sources in their historical context, identify and critique arguments in secondary sources, demonstrate the ability to formulate historical arguments, and employ speaking and presentation skills.
4. Analyze the social, political, and economic factors that contributed to the opposition to slavery before the Civil War, to the abolition of slavery during the Civil War, and to the movement for racial equality during Reconstruction; and analyze the encoding of this equality and inequality in American popular culture.
5. Evaluate the role of activists of different races, classes, and genders in the movement to abolish slavery during the antebellum era and the Civil War and in the struggles for racial equality during Reconstruction; and assess how accurately American popular culture depicts the agency of different races, classes, and genders.
6. Analyze southerners', northerners', and westerners' support of slavery in the prewar and war years and opposition to Reconstruction policies in the postwar years.

GEP Humanities

Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

GEP US Diversity

Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the following:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

GEP Interdisciplinary Perspectives

Each course in Interdisciplinary Perspectives category will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
 2. Identify and apply authentic connections between two or more disciplines; and
 3. Explore and synthesize the approaches or views of the two or more disciplines
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Schedule

The knowledge and skills gained in the assignments build on one another. For this reason, you should complete the assignments in the order listed. The course schedule is subject to change with appropriate notification to students. Be sure to check Moodle for updated assignments.

Most course materials are available for free online. Students, however, are required to obtain some course materials on their own, either through buying, borrowing, renting, or streaming. These required materials (listed under "Expenses" and marked with an asterisk on the syllabus) are available through the University Bookstore, on reserve at D. H. Hill Library, or through online retailers and streaming services.

Week 01 - January 7 to 13 | Getting Oriented

- About Your Professor and Teaching Assistants
- Course Overview
- Syllabus
- Course Basics - 10 points
- Poll: Have You Made Plans to Obtain the Required Course Materials? - 5 points extra credit
- Student Questionnaire - 10 points
- FERPA Consent - 10 points
- Poll: Virtual Screenings - 5 points extra credit
- How To: Create Community through Discussion
- How To: Submit Discussion Posts on Moodle
- Discussion Forum: Introductions - 25 points

Week 02 - January 14 to 20 | Introduction to the Civil War and Reconstruction

- How To: Navigate the Textbook Chapters
- Activity: Knowledge, Argumentation, Evidence - 20 points
- How To: Prepare for Discussion
- Primary Source: Ari Kelman and Jonathan Fetter-Vorm, *Battle Lines** (2015)
- How To: Write the Discussion Posts
- How To: Ask Questions in Discussion
- Discussion Forum: *Battle Lines* - 25 points

Week 03 - January 21 to January 27 | Slavery and the Sectional Conflict

- How To: Navigate the Textbook Chapters
- Secondary Source: Slavery and the Sectional Conflict - 20 points
- Primary Source: Solomon Northup, *Twelve Years a Slave* (1853) - 10 points extra credit
- Activity: Assessing the Reliability of a Secondary Source - 15 points
- Primary Source: Steve McQueen, *12 Years a Slave** (2013)
- Secondary Source: Brenda E. Stevenson, "12 Years a Slave" (2014) - 20 points
- Secondary Source: John Stauffer, "12 Years between Life and Death" (2014) - 20 points
- Discussion Forum: 1 Original Post, 2 Response Posts, and 1 Follow-Up Post - 25 points

Week 04 - January 28 to February 3 | The Road to Disunion

- Secondary Source: The Road to Disunion - 20 points
- Secondary Source: James McPherson, "What Caused the Civil War?" (2000) - 10 points
- Activity: Fallacies - 10 points
- Activity: The Caning of Charles Sumner - 10 points extra credit
- Activity: Interpretations of John Brown (1860-2005) - 20 points
- Discussion Forum: 1 Original Post, 2 Response Posts, and 1 Follow Up Post - 25 points
- Activity: Secession - 15 points

Week 05 - February 4 to February 10 | The Battlefield

- Secondary Source: The Civil War - 20 points
- Activity: The Battle of Shiloh (1862) - 15 points
- Secondary Source: Gary Gallagher, "Generals" (1992) - 20 points
- Secondary Source: James McPherson, "Why Men Fought" (1997) - 20 points
- Primary Source: *Gettysburg** (1993)
- Discussion Forum: 1 Original Post, 2 Response Posts, and 1 Follow Up Post - 25 points
- Activity: From Smoothbore to Rifled Muskets - 10 points extra credit
- Game of Secession: Original 1862 Version - 10 points [in Game of Secession grade category]
- Game of Secession: Sign Up - 5 points [in Game of Secession grade category]

Week 06 - February 11 to February 17 | Emancipation

- Secondary Source: James McPherson, "Who Freed the Slaves?" (1996) - 20 points
- Secondary Source: Ira Berlin, "Who Freed the Slaves"(1997) - 20 points
- Primary Source: Letter of Spotswood Rice (1864) - 10 points
- Activity: Who Freed the Slaves? - 15 points
- Primary Source: Louisiana Native Guard (1861) - 10 points
- Primary Source: *Lincoln** (2012)
- Discussion Forum: 1 Original Post, 2 Response Posts, and 1 Follow Up Post - 25 points
- Primary Source: Edmund Ruffin (1862-1863) - 10 points extra credit
- Game of Secession: Design - 30 points [in Game of Secession grade category]

Week 07 - February 18 to February 24 | The Homefront

- Secondary Source: Paul Escott, "Southern Yeomen and the Confederacy" (1978) - 20 points
- Secondary Source: Drew Faust, "Race, Gender, and Confederate Nationalism" (1989) - 20 points
- Primary Source: Letter of Soldiers' Wives and Mothers to Governor Vance (1863) - 10 points
- Primary Source: *Free State of Jones** (2016)
- Discussion Forum: 1 Original Post, 2 Response Posts, and 1 Follow Up Post - 25 points
- Activity: US-Dakota War (1862) - 15 points
- Activity: Civil War Nurses - 10 points
- Mid-Semester Survey - 10 points extra credit

Week 08 - February 25 to March 3 | Game of Secession (1862)

- Game of Secession Prototype - 30 points
- Discussion Forum - 25 points
- Game of Secession Spot - 100 points
- TBA - 20 points extra credit

Week 09 - March 4 to March 10 | Reconstruction

- Secondary Source: Reconstruction - 20 points
- Primary Source: Diary of Gertrude Thomas (1865) - 10 points
- Primary Source: Letter of Jourdon Anderson to P. H. Anderson (1865) - 10 points
- Secondary Source: Martha Hodes, "The Sexualization of Reconstruction Politics" (1993) - 20 points
- Activity: Reconstruction Historiography - 10 points extra credit
- Primary Source: The KKK at the Movies - 5 points
- Activity: Remixing *Gone with the Wind* - 10 points
- Primary Source: *Birth of a Nation* (1915), Part 2
- Discussion Forum: Remixing Birth of a Nation (1915): 1 Original Post, 2 Response Posts, and 1 Follow Up Post - 25 points

Week 00 - March 11 to March 17 | Spring Break

- Enjoy your spring break!

Week 10 - March 18 to March 24 | Design Your Project

- Project: Choose a Scholarly Secondary Source by Topic
- Project: View All Scholarly Secondary Sources
- Project: Discussion Forum on Design - 25 points
- Project: Design Your Project - 45 points
- Project: I'm Feeling ...

Week 11 - March 25 to March 31 | Reconciliation

- Secondary Source: Elliott West, "Reconstructing Race" (2003) - 20 points
- Secondary Source: Reconciliation - 20 points
- Activity: The Lost Cause - 25 points
- Primary Source: "The Vampire that Hovers over North Carolina" (1898) - 5 points
- Primary Source: Lynching Print from North Carolina (1906) - 5 points
- Discussion Forum: Confederate Monuments - 25 points

Week 12 - April 1 to April 7 | Work on Your Prototype

- Project: Find Scholarly Secondary Sources on Your Topic - 15 points
- Project: Optional Discussion Forum
- Poll: I Need ...

Week 13 - April 8 to April 14 | Present Your Prototype

- Project: Discussion Forum on Prototype - 25 points
- Project: Prototype - 65 points
- Poll: The Light is ...

Week 14 - April 15 to April 21 | Revise Your Prototype

- Project: Optional Discussion Forum
- University Course Evaluation

Week 15 - April 22 to April 28 | Present Your Project

- Project: FAQs
 - Project: Examples
 - Project: Minimum Requirements
 - Project: Criteria
 - Project: Discussion Forum - 25 points
 - Project: Submissions - 300 points
 - Project: Bonus - 30 points
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Policies and Regulations

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Grade Scales

A - F Grade Scale

A+ = 97-100%

A = 94-96%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-80%

C = 74-76%

C- = 70-73%

D+ = 67-70%

D = 64-66%

D- = 60-63%

F = <60%

Credit - No Credit Grade Scale

- A grade of *Credit* neither raises nor lowers the final grade.
- A grade of *No Credit* is calculated as a zero in the final grade calculation.
- A grade of *Excellent* is calculated as a 100 in the final grade calculation.

Electronic Devices

In online classes, you are required to use an electronic device to complete and submit online assignments. Many assignments can be completed on a mobile device, but some assignments will have a better user experience on a laptop.

In face-to-face classes, use of laptops, tablets, cellular phones, or any other type of electronic device is prohibited in class meetings unless authorized by the professor for a specific assignment. Students violating this policy will be counted as absent for the day and will be subject to grade deductions.

Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. In these cases, students will be asked to sign a consent allowing disclosure of their personally identifiable work. No student is required to sign the consent as a condition of taking the course. If students do not want to sign the consent, they have the right to ask the instructor for an alternative, private means of completing the coursework.

Absences

According to the University, examples of emergency absences that may be excused include:

- Illness or injury when certified by an attending physician.
- Death or serious illnesses in the family when documented appropriately.

According to the University, examples of anticipated absences that may be excused include:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances as verified by Student Organization Resource Center.
- Required military duty as certified by the student's commanding officer.

In face-to-face classes, students are considered absent fifteen minutes after the start of class. Students are allowed one absence in one day a week classes, two absences in two day a week classes, or three absences in three days a week classes without impact upon their grade. These absences may be excused or unexcused. For every absence beyond the allowed number, students will receive a deduction from the total grade calculation: a five-percent grade deduction in one day a week classes, a three-percent grade deduction in two day a week classes, and a two-percent grade deduction in three day a week classes. It is students' responsibility to contact the professor upon return to class to find out what coursework they missed. Students may make up their grade for an excused absence with submitted documentation within one week. (See the [Attendance Regulation](#).)

In online classes, students are encouraged to complete assignments early if they know they unable to follow the regular schedule. Students may consult with the professor if they have missed assignments due to an unforeseen circumstance.

Unsubmitted, Late, Makeup, and Extra Credit Coursework

Unsubmitted Coursework

Any coursework that is not submitted, for whatever reason, will receive zeroes. Students may receive partial credit, so they are encouraged to at least attempt every assignment.

Late Coursework

Students may not submit any coursework late. The online class proceeds rapidly, and students must submit assignments on time to remain on track. Additionally, it poses logistical challenges for the teaching assistants and professor to revisit past assignments, stipulate new deadlines for their completion, re-open them for individual students, monitor their submission, and then grade them.

Make-Up Coursework

If students are away from an online course for unforeseen reasons beyond their control, they may ask the professor for an exception to the late policy and for makeup assignments.

Extra Credit Coursework

Students sometimes find themselves inundated with coursework and other responsibilities. This course offers approximately ten percent of total points as extra credit. Students are encouraged to take advantage of all these opportunities.

Academic Integrity

Any violation of the University's Academic Integrity policy will be referred to the Office of Student Conduct for appropriate action.

Unless you are explicitly directed to work as a group, you must complete an assignment on your own. It is the understanding and expectation of the instructor that students' submission of an assignment under their name means that they neither gave nor received unauthorized aid.

All sources (books, articles, documents, internet sites, etc.) used in any coursework must be properly cited or may be considered plagiarism.

The university defines plagiarism as:

- Submitting written materials without proper acknowledgment of the source.
- Deliberate attribution to, or citation of, a source from which the referenced material was not in fact obtained.

(For further information, see the [Code of Student Conduct Policy](#).)

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#).

NC State Policies, Regulations, and Rules (PRR)

Students are responsible for reviewing the NC State University Policies, Regulations, and Rules, which pertain to their course rights and responsibilities.

- [Equal Opportunity and Non-Discrimination Policy Statement](#)
- [Code of Student Conduct](#)
- [Grades and Grade Point Average](#)
- [Credit-Only Courses](#)
- [Audits](#)