

# HON 290 Course Syllabus

## HON 290 – Still Fighting the Civil War

Section 001 | Spring 2018 | 3 Credit Hours

### Course Description

After the Civil War ended, Americans waged another war, one over the meaning of the conflict that cost over half a million lives and freed four million people. Former Confederates and former Unionists fought new battles, on one side to reverse the losses of the war and on the other to preserve its victories. Current conflicts over Confederate monuments show how the Civil War continues to serve as a flashpoint reflecting political, social, and cultural disputes in the present day. How did Americans remember and memorialize the Civil War from its end at Appomattox to the present day? How did public memorialization of the war differ from the actual history of the war? Why did various Americans remember the war in particular ways in particular times? Students will explore these questions and others through readings in historical scholarship and evidence. Students will also conduct their own research on a Civil War monument of their choice and will create an online exhibit presenting their findings. Through the class, students will not only examine historical myths about the Confederacy and the Union, but they will also examine the processes and purposes of Civil War mythmaking.

### Learning Outcomes

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. 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.
4. Analyze how Americans interpreted the Civil War through monuments and other forms of public memory in ways that helped to support or challenge race, class, gender, and regional hierarchies.
5. Analyze conflict and consensus among 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 after the Civil War.
6. Identify and critique scholarly interpretations of the history and memory of the Civil War and Reconstruction.
7. Research and interpret primary sources about the history and memory of the Civil War and Reconstruction in their historical context.
8. Formulate and support a historical argument about the history and memory of the Civil War and Reconstruction.
9. Communicate historical research about the history and memory of the Civil War and Reconstruction to public audiences.

### Course Structure

The course will consist of lectures and discussions.

### Course Policies

Electronic Course Components: This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. 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 a student does not want to sign the consent, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

## Instructor

**Susanna Lee**

**Email:** [susanna\\_lee@ncsu.edu](mailto:susanna_lee@ncsu.edu)

**Phone:** 919-513-2215

**Office Location:** Withers 260

**Office Hours:** Thursdays 12:30 pm to 2:30 pm

## Course Meetings

### Seminar

**Days:** Thursdays

**Time:** 3:00pm - 5:45pm

**Campus:** Main

**Location:** Caldwell 212

*This meeting is required.*

## Course Materials

### Textbooks

**Battle Lines: A Graphic History of the Civil War** - Ari Kelman and Jonathan Fetter-Vorm

**Edition:** 1st

**ISBN:** 9780809094745

**Cost:** \$19.45

*This textbook is required.*

### Expenses

None.

### Materials

None.

## Requisites and Restrictions

### Prerequisites

None.

### Co-requisites

None.

### Restrictions

None.

## General Education Program (GEP) Information

### GEP Category

Humanities

**GEP Category Outcomes**

1. Analyze the causes of the Civil War, the reasons for Union victory and Confederate defeat, and the successes and failures of Reconstruction.
2. Identify and critique scholarly interpretations of the history and memory of the Civil War and Reconstruction.
3. Demonstrate the ability to formulate and support a historical argument about the history and memory of the Civil War and Reconstruction.

**GEP Co-requisites**

U.S. Diversity

**GEP Co-requisite Outcomes**

1. 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.
2. Analyze how Americans interpreted the Civil War through monuments and other forms of public memory in ways that helped to support or challenge race, class, gender, and regional hierarchies.

**Transportation**

Students will be required to provide their own transportation for this class. There are no fees associated with these field trips. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

**Safety & Risk Assumptions**

None.

**Grading**

**Grade Components**

Component	Weight	Details
<b>Participation</b>	<b>25</b>	Students are expected to arrive in class having read and considered the material for discussion that day. Students receive a grade for participation for each class. Attendance alone is not sufficient for full participation credit. Students must actively participate by engaging questions posed and materials presented by the professor and other students in an informed and substantive manner; asking queries about the course materials that are thoughtful and insightful; making connections between class themes and other students' comments; and constructively critiquing the course materials.
<b>Short Assignments</b>	<b>25</b>	Students are required to complete brief take-home assignments on course materials. Students should be sure to take thorough notes on lectures and readings so that they may adequately complete the brief assignments. Not all short assignments are listed on the syllabus.

Component	Weight	Details
<b>Monument Project</b>	<b>50</b>	Students must research, write, and post an online exhibit about a Civil War monument of their choice. Students will submit preliminary assignments related to their project. The project will culminate in the submission of a write up of research findings, an annotated exhibit transcript, and an online exhibit (30%).

## Letter Grades

**This Course uses the Following (Non-Standard) Letter Grading Scale:**

97 ≤	<b>A+</b>	≤	100
94 ≤	<b>A</b>	<	97
90 ≤	<b>A-</b>	<	94
88 ≤	<b>B+</b>	<	90
84 ≤	<b>B</b>	<	88
80 ≤	<b>B-</b>	<	84
78 ≤	<b>C+</b>	<	80
74 ≤	<b>C</b>	<	78
70 ≤	<b>C-</b>	<	74
68 ≤	<b>D+</b>	<	70
64 ≤	<b>D</b>	<	68
60 ≤	<b>D-</b>	<	64
0 ≤	<b>F</b>	<	60

## Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

## Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

## Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

## Late Assignments

Students who submit coursework after the deadline will be penalized with a grade deduction (one-third of a grade per day late). No coursework will be accepted after one week of the due date. The professor will count the late coursework as turned in only when she receives a hard copy. If students wish, they may submit their late coursework by email to stop the penalty clock. Late coursework must list the date and time the assignment was due, the date and time the coursework was actually submitted, and the number of days (with days rounded up) that the assignment is late. (For example, if an assignment was due at 10:00 a.m. on Tuesday and was submitted at 10:15 on Thursday, the assignment is 3 days late and will receive a full grade deduction.) Late coursework submitted through Moodle, which is unreadable, for whatever reason, will not be counted as turned in and will suffer a grade deduction until the student submits a hard copy or a readable digital version. The submission of a readable digital version through Moodle stops the penalty clock; students must also submit a hard copy to the professor for grading purposes.

## **Attendance Policy**

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

## **Attendance Policy**

Students are allowed one unexcused absence without impact on their participation grade. For the second and every subsequent unexcused absence, students will receive zeroes for participation for that class.

## **Absences Policy**

Absences may be unexcused or excused. All students, even students with excused absences, are accountable for all missed coursework. It is students' responsibility to contact the professor to find out what coursework they missed and (in the event of excused absences) to make arrangements for makeup work. Students are considered absent fifteen minutes after the start of class. See "Grade Components" for the impact of unexcused absences on the grade calculation.

## **Makeup Work Policy**

Students who miss an assignment as a result of an excused absence may request that the professor design a makeup assignment to be completed no later than one week after the students' return to class. Students must submit their coursework along with proper documentation of the excused absence. If students do not submit the appropriate documentation, the assignment will be subject to the late coursework penalty. Students must also submit a hard copy to the professor for grading purposes.

## **Academic Integrity**

### **Academic Integrity**

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

### **Academic Honesty**

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

### **Honor Pledge**

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

## Electronically-Hosted Course Components

This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. 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 a student does not want to sign the consent, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

**Electronically-hosted Components:** Students will create an online exhibit on a Civil War monument.

## Accommodations for 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 Resource Office at Suite 304, University College Commons, 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) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

## Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or [http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

## Course Schedule

**NOTE:** The course schedule is subject to change. All readings not listed under "textbooks" are available on Moodle. All assignments are due by class time under the date listed unless otherwise stated.

### Week 01 – Introduction to Course – 01/10/2019

Due: Student Questionnaire; FERPA Consent to Release Educational Record.

### Week 02 – Introduction to the Civil War Era – 01/17/2019

Read: Knowledge; Argumentation; Evidence; Cite Your Sources; Ari Kelman and Jonathan Fetter-Vorm, *Battle Lines* (2015).

Due: Biographical Source; Academic Integrity Pledge

### **Week 03 — Remembering the Civil War Era — 01/24/2019**

Read: Michael-Kammen, "Some Patterns and Meanings of Memory Distortion in American History" (1997); Elizabeth McRae, "Citizenship for a Segregated Nation" (2018); Mildred Rutherford, "Measuring Rod" (1919).

Due: McRae Argument

Due: Discussion Forum on Memory: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 04 — Slavery — 01/31/2019**

Read: *State v. Mann* (1829); Harriet Jacobs, "Incidents in the Life of a Slave Girl" (1861); Mildred Rutherford, "Was Slavery a Crime and was the Slaveholder a Criminal?" (1914).

Due: Discussion Forum on Slavery: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 05 — Causes — 02/07/2019**

Read: Manisha Sinha, "Revolution or Counterrevolution?" (2000); "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union" (1860); Mildred-Rutherford, "Causes that led to the War between the States" (1914).

Due: Ask a Friend or Relative

Due: Discussion Forum on Causes: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 06 — Loyalties — 02/14/2019**

Read: Diary of Edmund Ruffin (1862-1863); Letter of Spotswood Rice (1864); "A Female Raid" (1863); Soldiers' Wives and Mothers to Zebulon B. Vance (1863); "An Old Friend" to Zebulon Vance (1864); Thomas Settle to Zebulon B. Vance (1864); James McPherson, "Why Soldiers Went to War" (2006).

Due: Discussion Forum on Loyalties: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 07 — Reconstructions — 02/21/2019**

Read: Martha Hodes, "The Sexualization of Reconstruction Politics" (1993); Tim Tyson, "The Ghosts of 1898" (2006); Inaugural Address of Charles Aycock (1901).

Due: Discussion Forum on Reconstructions: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 08 — D. H. Hill Library — 02/28/2019**

Class meeting at ITTC Lab 1 in D. H. Hill Library.

Read: D. H. Hill, *Young People's History of North Carolina* (1923)

Due: Discussion Forum on Topic Ideas: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 09 — North Carolina State Archives— 03/07/2019**

Class meeting at North Carolina State Archives.

Due: Research Collections of the North Carolina State Archives

Due: Discussion Forum on Topic Ideas: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 00 — Spring Break — 03/14/2019**

Enjoy your spring break!

### **Week 10 — Monument Tour — 03/21/2019**

Class meeting at Capitol Square.

Read: Tom Vincent, "Confederate Soldiers' Monuments in North Carolina" (2006).

Due: Discussion Forum on Monuments: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 11 — Proposals — 03/28/2019**

Read: Determine Interventions; Caroline Janney, "Memory" (2014).

Due: Project Proposal: Email to peer review group before class.

### **Week 12 — Primary Sources — 04/04/2019**

Due: Project Primary Source.

Read: Project Primary Sources

Due: Discussion Forum on Project Primary Sources: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 13 — Prototypes — 04/11/2019**

Read: TBA

Due: Project Prototype. Project Prototype Presentation.

### **Week 14 — Building Up and Tearing Down — 04/18/2019**

Read: Karen Cox, "The Monument Builders" (2003); Micki McElya, "Monumental Power" (2007); Mitch Landrieu on Confederate Monuments (2017); Julian Carr, "Unveiling of Confederate Monument at University" (1913); Peter Coclanis, "Julian Carr did wrong, but also a good deal right" (2017); William Sturkey, "Carr was indeed much more than Silent Sam" (2017).

Due: Discussion Forum on Monuments: 1 original post due by Saturday; 2 response posts due by Monday; 1 follow-up post due by Wednesday.

### **Week 15 — Presentations — 04/25/2019**

Due: Project Presentation. Project Final Submissions.