

The Legacy of the American Civil War

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“People like to make fun of the fans who camp out but people have renaissance fairs; people do Civil War re-enactments; people do what they like. I'm tired of hearing people rage on the fans. If you don't like 'Twilight,' don't buy a ticket.”
- Anna Kendrick (An actress in Twilight I assume)



Course Description:

The United States has just finished commemorating the 150th anniversary of the Civil War. The Civil War was, arguably, the most significant conflict in American history. Put succinctly, the war decided that slavery would end and that the Union would be held together. But understanding the Civil War's role in American society, both historically and today, is far from simple. This course will study the war itself, but also issues of memory and commemoration. We will assess why, for example, re-enactors feel compelled to dress up and “play war.” We will consider how the Civil War has been characterized by Hollywood. We will study how designations of “North” and “South” continue to be formative in the United States. While this legacy class will look at some of the particulars of the conflict (such as the Battle of Albuquerque), the primary goal is to conduct an interdisciplinary analysis of the Civil War in American culture, and to assess how historical memory functions.

Student Learning Objectives:

1. Students will learn to critically assess primary documents concerning the Civil War, using an interdisciplinary approach.
2. Students will evaluate how sources reflect the Civil War period, and reveal cultural, ethnic and gender issues.
3. Students will explore shared human experiences, across historical periods.
4. Students will form their own persuasive arguments, in writing, regarding the Civil War and its impact.

Required Texts:

Karen Abbott, *Liar, Temptress, Soldier, Spy: Four Women Undercover in the Civil War*
Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*
Charles Frazier, *Cold Mountain*
Tony Horowitz, *Confederates in the Attic*

Grades

Attendance and Participation	20%
1 “Setting the Table” Presentation	10%
2 Analysis Papers (3-5 pages)	40%
Final Project and Presentation	30%

Grading Scale: A = 93-100% Credit = 70-92% No Credit = 0-69%

Paper Due Dates: 10/9; 11/6; 12/4

****NOTE** Deadlines are FIRM; requests for extensions will not be granted.** The *only* exceptions to the “no extensions” rule will occur in cases of illness (documented by doctor’s note) or family emergency of which I am informed *before* the assignment is due. *Lots of other work does not count as an emergency.* Late assignments will be penalized by a third of a letter a day, including weekends and holidays (A day-late B becomes a B-). Plan responsibly; submit work on time.

Office Hours:

I’m here to help. I am excited about analyzing the Civil War, and about being part of UNM and the Honors College (heck, I’m just excited!), and I welcome opportunities to discuss the course and your progress in it. In addition to scheduled office hours, please feel free to email me to set an alternative time to meet. I rather obsessively check my email Monday through Friday.

Adds/Drops

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

Accommodations for Students with Disabilities: If you are a student with a disability and you need academic accommodations, please see me as soon as possible.

Description of Requirements

I. Class Participation (20%). You are required to attend and participate in this course. Taking an active role in discussions and activities comprises just as much of your responsibility in this class as writing the papers. The way to prepare for discussion is to do the reading listed on the syllabus before coming to class, listen to your classmates’ responses to the reading, and contribute your own. The class participation grade honors the fact that interaction with each other comprises a major part of this course.

Absences: You get one free absence for the semester. After that freebie, missed classes will decrease your participation grade.

Supplementary Lectures: You are required (for all Honors Legacy classes) to attend 2 lectures or events outside of class. You also must attend one writing workshop. Following the lectures you must send me a video summary and assessment of the event. Following the writing workshop provide me with a paragraph example or assessment of what you learned in the writing session. You may email your video or post it to YouTube (or elsewhere) and send me the link. Your video report should be no more than 90 seconds and include the following: the facts (who, what, where, etc), a content summary, and a statement of criticism and praise. Your video presentation will be graded on the same standards as your presentation (see below): organization, effectiveness, and audience engagement. You will receive one of the three grades: Full Credit, Minus 10%, or Insufficient. The grade will be reported on UNM Learn. Failure to complete the lecture and writing workshop attendance component of the course will result in a loss of 10% from your class participation grade for each missed lecture.

Class Debate: Twice during the semester, the class will be divided into three groups and a debate will ensue. Your participation in this 2-class debate exercise is required. Missing a debate class will result in a loss of 5% from your participation grade.

Reading Quizzes: If I get the sense that people aren’t quite keeping up with the reading – I reserve the right to give a reading quiz or two. Reading quizzes will be straight-forward and designed to ensure that you are keeping up with the course content. They will count towards participation.

II. 1 “Setting the Table” Presentation (10%). Once during the semester you will be on deck with special responsibilities for the class meeting. Each student will be randomly assigned one class session for which they are the Presenter and on that day will be in charge of doing three things: 1) providing a class-opening summary and analysis of the day’s reading (10-15 minutes), 2) assembling a list of class discussion questions, 3) identifying and making available 1 primary document that will contribute to our discussion.

This is a graded task and you will be assessed for the following: organization, effectiveness, and audience engagement.

III. Analysis Papers (40%). You will turn in two response papers during the semester. In each 3–5 page paper, you will respond to an interpretive question. There are two sources of questions for these papers. 1) Use one of the questions provided by the professor. 2) If you have a burning question/topic that you would like to address, get email approval from the professor. You must get *prior* approval to do a non-list question. The email will be your proof that you did so. A paper prompt, explaining the assignment parameters, will be posted on UNM Learn.

All papers must be thesis-driven and analytical. They must engage with the texts and primary sources we use in class. No outside research is necessary. All papers must state a thesis, organize the paper to support that thesis, and use evidence (specific examples from the text) to prove the point. Don’t simply tell a narrative story. You must cite your sources. All papers will be due at the beginning of class on the specified date. You must hand in a hardcopy.

IV. Final Project and Presentation (30%). The final project for the course will consist of primary document research, historiographical interpretation, and captivating story-telling. Many of you will write a 6-8 page paper to fulfill this requirement. Other mediums of presentation, however, (a documentary, website creation, etc) will be considered. You will turn in a project proposal at the beginning of April. You will present your project to the class in late April. The presentation will be worth ¼ of the final project grade. A final project prompt will be posted on UNM Learn.

Schedule

**** All provided links are current as of 8/15/2015. Should one of the links not function properly when you go to read your assigned texts, please Google the title of the article. If this does not work, please let me know ASAP.**

Week 1: Introduction

8/17 – **What is an Honors Legacy course?** How will we be studying the Civil War? What is expected?

8/19 – **So what? Why study the Civil War?** Why study the past? After all, it’s all already over.

In Class Writing Day

1. “What if the Civil War had a Birthday and Nobody Came?” *Philadelphia Magazine*, <http://www.phillymag.com/news/2014/04/14/civil-war-birthday-nobody-came/>
2. “Civil War Facts and Statistics,” <http://www.civilwar.org/education/history/faq/>

Week 2: The South before the War

8/24 – **The Literature and Economics of the South**

1. *The President's Daughter: A Narrative of Slave Life*, by William Wells Brown, 1853
<http://docsouth.unc.edu/southlit/brown/brown.html>
pp. 1-64, "Memoir of the Author" and "Negro Sale"
2. *The Impending Crisis of the South: How to Meet it*, by Hinton Rowan Helper, 1857
<http://docsouth.unc.edu/nc/helper/helper.html#p11>
pp. 11-24, "Comparison between the Free and the Slave States"

8/26 – **Assessing Slavery**

Budgetary Analysis: A Mississippi Slave Plantation

1. Jefferson Davis Farwell Speech to the US Congress, 1861,
<http://jeffersondavis.rice.edu/Content.aspx?id=87>
2. "How Slavery Helped Build a World Economy," *National Geographic News*
http://news.nationalgeographic.com/news/2003/01/0131_030203_jubilee2.html
3. "America's Cultural Roots Traced to Enslaved African Ancestors," *National Geographic News*
http://news.nationalgeographic.com/news/2003/02/0205_030205_jubilee4.html
4. "Slavery – A Black and White Issue," *National Geographic News*
http://news.nationalgeographic.com/news/2003/02/0204_030204_jubilee3.html

Week 3: The North before the War

8/31 – **Causes and Conflicts in the Northern States**

1. Joyce Appleby, "National Expansion and Reform, 1815-1860," Gilder Lehrman Institute. Available at UNM Learn
2. Sean Wilentz, "Lincoln and Jacksonian Democracy," Gilder Lehrman Institute. Available at UNM Learn
3. John L. O'Sullivan, "Manifest Destiny," *Democratic Review*, 1845
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=362
4. James K. Polk, "The Mexican War," 1846
http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=3&psid=547
5. William Medill, "Toward a New Policy: Concentrating Indians on Reservations," 1848
http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=3&psid=680

9/2 – **Considering Current Events**

Begin Connecting Then to Now

1. "Why and How the Confederate Flag was Created," *Washington Post*,
http://www.washingtonpost.com/local/why-and-how-the-confederate-battle-flag-was-created-154-years-ago/2015/06/24/aedcf21a-1a98-11e5-ab92-c75ae6ab94b5_story.html
2. "The Star Spangled Banner in South Carolina," *The Atlantic*,
<http://www.theatlantic.com/politics/archive/2015/06/confederate-flag-south-carolina-history/396695/>
3. "Confederate Flag's Half Century at the South Carolina Capital Ends," *CNN*
<http://www.cnn.com/2015/07/10/us/south-carolina-confederate-battle-flag/>

Week 5:

9/7 – No class; Labor Day

9/9 – **Why War? Debate Prep**

1. Watch a Yale Professor David Blight's lecture: <http://www.youtube.com/watch?v=zJeyeIPNEiU>

Week 6: What Caused the War?

9/14 – **Class Debate Prep**

1. Find and bring 3 reliable articles/sources on the question: What caused the Civil War? Sources beyond those dominated by words on a page are welcome.

9/16 – **Class Debate #1**

Let's Debate

1. Watch, Ken Burns, "The Civil War, The Cause, Part 1."
<http://www.youtube.com/watch?v=fAFSfFGAo5s>

Week 5: Fighting the War I

9/21 – **Casualties and Death**

1. Drew Gilpin Faust, *The Republic of Suffering*, Preface-Chapter 4

9/23 – **Counting and Reckoning**

Scouting the Military Terrain Exercise

1. Drew Gilpin Faust, *The Republic of Suffering*, Chapter 5-Epilogue

Week 6: Fighting the War II

9/28 – **The New Mexico Campaign**

1. Don Alberts, "The Battle of Glorieta: Union Victory in the Far West," *The Civil War Trust*,
<http://www.civilwar.org/battlefields/glorietapass/glorieta-pass-history-articles/glorietaalberts.html>
2. "Glorieta Pass Battle Map," *The Civil War Trust*,
<http://www.civilwar.org/battlefields/glorietapass/maps/glorietapassmap.html>
3. "Civil War in the Southwest Re-enactor Guidelines" Available on UNM Learn.

9/30 – **Albuquerque Battle Site Visit**

Visit to Old Town Civil War Site

1. "Battle of Albuquerque," *dukecityfix.com*
<http://www.dukecityfix.com/profiles/blogs/the-battle-of-albuquerque-what>

Week 7: Understanding War When You Haven't Been in One

10/5 – **Hollywood Depictions of the Civil War**

1. Watch one of the following films –*Gettysburg*, *Gods and Generals*, *The Outlaw Josie Wales*, *Shenandoah*, *Andersonville*, *The General*, or *Glory*

10/7 – **Assessing the Soldier's Experience**

Dig into the Records of the War of the Rebellion; Meet at Zimmerman Library

1. How to Teach "The Life of a Civil War Soldier," *OAH Magazine of History*, Available via UNM Learn

Paper 1 Due 10/9 by 5pm

Week 8: Mourning Abraham Lincoln and Dealing with Jefferson Davis

10/12 – **Losing Lincoln**

1. Pamphlet, "The Assassination of Lincoln," 1865. Available at UNM Learn.
2. "Addresses on the Assassination of Lincoln," *Liberator*, 1865. Available at UNM Learn.
3. Final Official Message of President Jefferson Davis, 1865,
<http://jeffersondavis.rice.edu/Content.aspx?id=104>

10/14 – **Hollywood’s Lincoln**

Assessing Steven Spielberg’s Lincoln

1. Watch James Swanson’s Lecture on “Bloody Crimes: The Chase for Jefferson Davis and the Death Parade of Abraham Lincoln,”

Week 9: Devastation

10/19 – **The Homefront**

1. Charles Frazier, *Cold Mountain*, 1st half (need to complete this fairly long book by Thursday, for discussion)

10/21 – **The Historical Novel and Memory**

Gone with the Wind v. *Cold Mountain*

1. Charles Frazier, *Cold Mountain*, 2nd half

Week 10: Reconstruction

10/26 – **Who Won the Peace?**

1. Abraham Lincoln Amnesty Plan, 1863, <http://www.freedmen.umd.edu/procamn.htm>
2. Jefferson Davis Speech at Robert E. Lee Foundation, Richmond, 1870; <http://jeffersondavis.rice.edu/Content.aspx?id=120>
3. Eric Foner, “Civil War and Reconstruction,” *Gilder Lehrman Institute*, Available at UNM Learn.

10/28 – **Andrew Johnson, Guilt, Blame and Punishing Someone...**

What can we learn from The Conspirator?

1. Andrew Johnson Impeachment, “Chronology,” <http://law2.umkc.edu/faculty/projects/ftrials/impeach/Chronology.html>
2. “Articles of Impeachment,” <http://law2.umkc.edu/faculty/projects/ftrials/impeach/impeachmt.html>
3. “Senate Vote and Map,” http://law2.umkc.edu/faculty/projects/ftrials/impeach/imp_vote.html

Week 11: An International Comparison

10/27 – **How does the American Civil War compare?**

1. James D. Fearon, “Why Do Some Civil Wars Last So Much Longer than Others,” Pages 1-19, and Review Appendix), Stanford Working Paper, <http://web.stanford.edu/group/ethnic/workingpapers/dur3.pdf>
2. “Iraq in 2014: Back to Civil War?” *Al Jazeera*, <http://america.aljazeera.com/articles/2013/12/21/iraq-in-2014-backtocivilwar.html>
3. “Is Iraq in a Civil War,” *Middle East Quarterly*, <http://www.meforum.org/1694/is-iraq-in-a-civil-war>

10/29 – **North, South, West, Blah, Blah, Blah (Geography, Labels, and Maps)**

Making a Civil War Map that Actually Matters

1. Watch one of the following films: *Dances with Wolves*, *Buffalo Soldiers*, *PBS: The West (Episode 6, 1874-1877, The Battle of Little Big Horn)*, *The Last Samurai*, *Geronimo: The American Legend*. Be prepared to discuss how these films depict the years following the American Civil War, as they relate to the West.

Week 11: Fit for a “Women’s Magazine”* – Gender and Civil War Memory

* Not my term; one critic of *Liar, Temptress, Soldier, Spy* made this criticism.

11/2 – **The Civil War bestseller (They keep coming)**

1. Karen Abbott, *Liar, Temptress, Soldier, Spy*, first half

11/4 – **How Entertaining is Too Entertaining?**

1. Karen Abbott, *Liar, Temptress, Soldier, Spy*, second half

Paper 2 Due 11/6 by 5pm

Week 12: Reconciliation and the Sanitization of History

11/9 – **The Dangers of Reconciliation**

1. National Parks Service, “Confronting Slavery and Revealing the Lost Cause,” <http://www.nps.gov/resources/story.htm?id=217>
2. M. Keith Harris, “Slavery, Emancipation and Veterans of the Union Cause: Commemorating Freedom in the Era of Reconciliation, 1885-1915,” *Civil War History*, 2007. Available at UNM Learn.

11/11 – **Heritage versus Hate**

Assessing the Iconography on the UNM Campus

1. David Von Drehle, “150 Years After Fort Sumter, We’re Still Fighting the Civil War,” *Time Magazine*, April 2011. <http://content.time.com/time/magazine/article/0,9171,2063869,00.html>
2. Reiko Hillyer, “Relics of Reconciliation: The Confederate Museum and Civil War Memory in the New South,” *The Public Historian*, 2011, pp. 35-62. Available at UNM Learn.

Week 13: Re-enactors

11/16 – **Personal History**

1. Tony Horowitz, *Confederates in the Attic*, Introduction-Chapter 8

11/18 – **What to Make of Re-Enactors?**

A Class Reenactment of Something (Oh Yes, We are Doing This!)

1. Tony Horowitz, *Confederates in the Attic*, Chapter 9-Chapter 15.

Week 14: Final Projects

11/23 – **Review and Reconsiderations**

Revisit Your Initial Civil War History Assessments

11/25 – **No Class; Individual meetings regarding the final paper.**

Week 15: Presentations

11/30 – Presentations

12/2 – Presentations

Paper 3 Due 12/4 by 5pm