HISTORY 3970: THE CIVIL WAR IN AMERICAN MEMORY, SPRING 2010; DAVIS 254, 11 A. M. TTH

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Office Hours: 9:30 – 10:45 TTh, 12:30-1:00 M, and also by appointment.

Goals: This course introduces upper level undergraduates to the ways that Americans have remembered their civil war from 1865 to the present. In regard to Auburn’s Student Learning Outcomes, it develops “analytical skills and critical thinking,” promotes “effective communication,” and contributes to “informed and engaged citizenship,” Finally, the course imparts a basic sense of the historical profession.

Texts: Blight, Race and Reunion
Fahs and Waugh, The Memory of the Civil War in American Culture
Horwitz, Confederates in the Attic

Grading: Midterm Test (March 4): 20%
Reading Quiz Average: 20%
Paper 1 (due Apr. 1) 10%
Paper 2 (due April 22) 20%
Participation/Journal: 10%
Final: (TBA) 20%

PLEASE NOTE: all grading is on a ten-point scale.
I do NOT give “extra credit” assignments.
I do NOT discuss grades on the day I return a test, quiz, or assignment.
I do NOT give out or debate grades, including final grades, via e-mail or the telephone. That is a violation of federal law. If you don’t like your grade, come see me in person.
I ONLY “round up” final grades to the next round number. An 88.9 rounds up to 89, not 90.

Test Format: Tests consist of four of six identifications (30%), and one of two essays (60%). Identifications will come from the daily outlines provided at the beginning of most classes. Essays will require knowledge of assigned readings as well as lectures. The final is not cumulative, but rather covers the last third of the course. I have provided a sample test on the course’s Blackboard page.

Reading Quizzes: I will give four brief, five minute, multiple-choice quizzes during the semester, with questions and answers taken from the assigned readings. The scheduled dates are January 21, February 9, February 25, and April 27. Additional “pop” quizzes will be given at the instructor’s discretion in the event
of poor attendance or obvious lack of reading. I will drop the lowest grade at the end of the semester, and average the other three.

**Paper 1:** You will choose and watch a film about the Civil War and then write a 750 word movie review that contains the following elements: (a) the film’s title; (b) an introductory paragraph that briefly supplies context, or states a question to be answered; (c) a summary of the story in two paragraphs; and (d) a paragraph or two evaluation of the film that sets it within the context of Civil War memory. Readers of movie reviews essentially want to know what a movie is about and whether it is worth seeing. But you should also consider how it reveals some of the themes discussed in class. Since you don’t have many words to use, be as succinct as possible. If your draft turns out to be too long, the summary is the place to trim. A handy list of Civil War movies can be found at the end of the syllabus in Appendix 1, but you can use other films if you prefer, as long as they are about the war. The paper is due on April 1.

**Paper 2:** You will choose and read either a Civil War veteran’s memoir OR a novel about the war, and then, in a six-to-seven page paper, consider that book as an example of Civil War memory. This is not a book review, in other words, but a consideration of the book through the lens of what you’ve learned about Civil War memory. You may refer to class readings and discussions, but don’t do any additional reading beyond that. The paper is due on April 29. Works of fiction are found in Aubiecat through the subject search: “United States History Civil War, 1861-1865 Fiction.” Memoirs and the like will be found using the subject search “United States History Civil War, 1861-1865 Personal narrative,” but you might simply wish to browse the appropriate section of the shelves, as they largely are kept together.

**Rules About Papers:** Reports must be typed, double-spaced, and have margins no larger than one inch. The print will be no larger than that on this syllabus. Staple your reports in the upper-left-hand corner—no fancy binders are wanted. Errors in fact, logic, or prose, as well as general messiness, will lower your grade. The paper is due at the beginning of class; you will lose five points if they come in later that day, and an additional ten points for every weekday the report is late. You will turn in the paper hard copy and in an e-mail as an attachment. **DO NOT INCLUDE ANY PERSONAL INFORMATION, INCLUDING YOUR NAME, WITH THE E-MAIL VERSION.** If you do so, I must assume that I have your permission to submit the paper with your name attached to Turnitin.com.

**Class Participation and Journals:** Ten percent of your grade will be based on class participation. Each student will be expected to have read the day’s assignment and participate in all class activities. You also must purchase a composition book (not a spiral notebook) and bring it with you to each class. During the semester you will carry out various assignments using your journal, during class as well as outside class. I will take these up periodically for examination and grade them on
a plus-minus basis. Students who do not participate actively in class will see this portion of their grade suffer. This is not primarily a lecture course; you cannot slide by passively and still receive an “A.”

**Movies:** In class you will be seeing a number of films illuminating the evolution of Civil War memory on film. If you miss class on the day of a film, we will not be showing the film a second time. You are welcome to try to rent the movie on your own, though not all of them will be immediately available in the Auburn area.

**Makeup Policy:** Make-up quizzes and tests will be allowed *only* with a University-approved excuse. You will not receive the same test as that given to the rest of the class, but the format will be the same. Students cannot make-up a final exam, or take the final at a time other than the assigned day and hour, without written permission from your Dean’s office. It is *your* responsibility to obtain that form from your dean. No make-ups will occur before a scheduled test or exam.

**Attendance and Classroom Behavior:** Students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students who end the semester with two or fewer unexcused absences will receive two extra points on their final grade. Students with four or more unexcused absences will lose 10 points on their final grade. Two tardies equal once unexcused absence. Students exhibiting class behavior I deem inappropriate also will be counted “absent” that day. Turn off your cell phones and other handheld technologies when you’re in class, and keep them out of sight. The Auburn Classroom Behavior Policy is in effect; please review it at: [www.auburn.edu/administration/governance/senate/behavior_policy.htm](http://www.auburn.edu/administration/governance/senate/behavior_policy.htm).

**Students with Disabilities:** Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

**Withdrawal:** Student may drop the course without penalty up to mid-semester, but after that will be permitted only in exceptional cases, and only with permission from the instructor and the dean’s office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.
Department of History Academic Honesty Policy: The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the *Tiger Cub*. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to plagiarism, falsified citations, cheating on exams, unauthorized collaboration with other students, multiple submissions, and fraudulent medical excuses.

Plagiarism is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:
- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

Falsified citations are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.

Cheating on an exam includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

Unauthorized collaboration includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

Multiple submissions are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.
**Fraudulent medical excuses** include but are not limited to forged signatures, times, diagnoses, and prescriptions.

*Violating this policy will result in your automatically failing the course, AND I will charge you before the university Academic Honesty Committee!*

**A syllabus is a legal contract:** Your remaining in the course indicates that you have read the syllabus and understand all course requirements.

**Tentative Schedule:**

*(B) indicates a reading on your Blackboard page*

Jan. 12: Introduction; How do we remember the war?
Jan. 14: Overview. Blight, prologue, ch. 1; “What’s in a Name?,” Whitman (B); Wilson (B).
Jan. 21: Decoration and Memorial Days: Blight, ch. 3; Holmes (B); Pryor (B). **QUIZ 1.**
Jan. 26: Campus hike and Pine Hill cemetery tour.
Jan. 28: Memory and Reconstruction, 1867-77. Blight, ch. 4; Fahs and Waugh, 157-75.
Feb. 2: The Veterans, part 1. Blight, ch. 5. Read an article in the *Southern Historical Society Papers* [RBD Library, E 483.7 .S76].
Feb. 4: The Veterans, part 2. Blight, ch. 6. Read an article in *Battles and Leaders* (B) [the hardbound copies are in RBD Library, E 470 .B33]; or two in *Confederate Veteran* [RBD Library, E 482 .C743].
Feb. 9: Literature. Blight, ch. 7; Fahs and Waugh, 79-91. **QUIZ 2.**
Feb. 16: Literature. Bierce (B); Crane (B); Melville (B); Twain (B).
Feb. 18: The Lost Cause. Blight, ch. 8; Fahs and Waugh, 39-59, 64-76; “Confederate Catechism.” Page (B)
Feb. 21: African-American memory. Blight, ch. 9; Douglass, “Harpers Ferry Speech, “Lincoln Oration” (B); DuBois (B); Washington (B)
Mar. 2: *Birth of a Nation* (excerpts). “Birth of a Nation” (B); “Birth of a Nation” Study Guide (B)
Mar. 4: **MIDTERM TEST**
Mar. 9: *Young Mr. Lincoln*
Mar. 11: *Young Mr. Lincoln.* Discussion: Lincoln in memory. Copland, Lincoln video (B)
**Mar. 15 – 19: Spring Break**
Mar. 23: The Centennial and *Shenandoah.* Fahs and Waugh, 237-53
Mar. 25: *Shenandoah.*
Mar. 30: *North and South* (excerpts)
Apr. 1: Glory. **Paper 1 due.**
Apr. 6: Glory
Apr. 8: *The Civil War* (excerpts). Bedford (B).
Apr. 15: Horwitz, chs. 1-4
Apr. 20: Horwitz, chs. 5-8
Apr. 22: Horwitz, Chs. 9-12.
Apr. 27: Horwitz, chs. 13-15; Fahs and Waugh, 213-32. **QUIZ 4.**
Apr. 29: The Civil War Blogosphere [Browse the “Civil War Blogs” (B), and feel free to examine others listed in their blogrolls]. **Paper 2 due.**

**FINAL EXAM: TBA.**

**Appendix 1: A Partial List of Movies About the Civil War (the Good, the Bad, and Elvis)**

- Alvarez Kelly
- Andersonville
- The Andersonville Trial
- The Autobiography of Miss Jane Pittman
- The Beguiled
- Cold Mountain
- Dances with Wolves
- Dark Command
- Gangs of New York
- The General
- Glory
- Gods and Generals
- Gone with the Wind
- The Good, the Bad and the Ugly
- The Great Locomotive Chase
- The Horse Soldiers
- The Hunley
- Ironclads
- Jezebel
- Johnny Shiloh
- Journey to Shiloh
- The Littlest Rebel
- Love Me Tender
- The Outlaw Josey Wales
- Pharoah’s Army
- Raintree County
- The Red Badge of Courage
- Santa Fe Trail
- The Searchers
- Seraphim Falls
- So Red the Rose
- Sommersby
- They Died with Their Boots On
- The Undefeated