

The Civil War in Myth and Memory

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Office Hours: Tues/Thurs 10:30-11:30
(and by appointment)

HIST 476
Spring 2011
Tues/Thurs 12:00-1:15
REC 303



38th Pennsylvania at Gettysburg

April 2011 marks the beginning the Civil War's sesquicentennial. Throughout the country, there will be an emphasis on how the Civil War should be remembered and/ or celebrated – a topic that we will take up this seminar. We will look at Union and Confederate (northern and southern), black and white, male and female interpretations of the war between 1865 and the present. We will focus on how participants of the war understood their own lives, how their descendants chose to remember the war, and how historians have used their writings in crafting contemporary understandings of the Civil War. We will ask such questions as which interpretations of the war were most salient at different times? In what ways were memorialization efforts political? What has been left out of the popular memory of the war? Why? In order to do so, we will examine such topics as death culture in the 19th century, art, construction of personal memoirs, monument building, battlefield preservation, veterans' associations, novels, paintings, and film depictions of the war.

Course Requirements:

- This course meets twice a week and attendance at all class sessions and pre-arranged meetings with the instructor is **required**. In the case of an emergency, please notify the professor as soon as possible. **An unexcused absence will result in loss of credit.**
- This is an upper-level seminar, as such, **60%** of your grade will rely on your participation (and therefore attendance).
- Attendance at all class sessions will result in a maximum grade of "C" for participation. Active and engaged participation is necessary to earn an "A" or "B".
- You should arrive at class prepared to participate in a lengthy, in-depth conversation about what you have read. To facilitate discussion, you will be expected to post **one discussion question** on blackboard by **8:00 am** on days with assigned readings. These questions should be analytical in nature (no "yes" or "no" questions) and will be included in your discussion grade.

Journal

You will be required to keep a journal detailing various strands of Civil War memory throughout the class. At least once a week, you must write approximately 2-3 pages (12 point type, double-spaced) reflecting on topics such as current issues surrounding the sesquicentennial, topics that we've discussed in class, trips to Civil War sites, or even blogs on Civil War memory (see several examples below). You should pay close attention to topics in the news, how the National Park Service and/or Civil War museums are electing to remember the war, and popular magazines such as *North and South* or *Civil War Times Illustrated*.

You will be asked to turn in your journal several times during the semester as well as at the end of the semester.

Blogs / websites you might look at include:

<http://voices.washingtonpost.com/house-divided>

<http://cwmemory.com/>

<http://warhistorian.org/wordpress/index.php>

<http://civilwarcavalry.com/>

<http://cwcrossroads.wordpress.com/>

Paper

You will also write a 5-7 page final paper on the current state of Civil War memory based on primary research. You may select any topic related to the field of Civil War memory that you choose, ranging from contemporary debates over the Confederate battle flag to the decision of the University of Mississippi to change their college mascot. Your topic, however, must be approved no later than **March 22**.

Your papers should be typed and double-spaced, in 12-point font with 1 inch margins. These papers will be graded for both writing style and analytical content. Papers should have a strong thesis statement and incorporate evidence to support your thesis. **Students are strongly encouraged to visit the Writing Lab** for advice about writing in clear, straightforward prose (226 Heavilon Hall; 494-3723; <http://owl.english.purdue.edu/>). **No late papers will be accepted.**

Grading:

Class Participation:	60%	
Paper:	25%	due April 21
Journal:	15%	due April 26

Cheating / Plagiarism:

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Disclaimer:

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone.

Classroom Etiquette:

Please be courteous and respectful. If you *must* leave early, sit where you will not disturb the professor or other students. **Turn off all cell phones.** *If any cell phone rings during class, the entire class will be subject to a pop quiz.*

Required Readings:

- Tony Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War*
- Robert Penn Warren, *The Legacy of the Civil War*
- Carol Reardon, *Pickett's Charge in History and Memory*
- W. Scott Poole, *Never Surrender*
- Stephen Crane, *Red Badge of Courage*
- Michael Shaara, *The Killer Angels: The Classic Novel of the Civil War*

There is also Course Packet of required readings (marked with * in the syllabus) for sale at the Copy Mat.

All other assigned books are available for purchase at the bookstore. Many are also available more cheaply or used on Amazon.com, half.com, and bookfinder.com (among

others). Feel free to search for used books online, but be careful to purchase the correct edition.

SCHEDULE OF DISCUSSIONS AND READING ASSIGNMENTS

Week 1: Introduction		
Jan 11	T	Introductory Session
Jan 13	TH	Discussion: What is Memory?
Week 2: The War in Memory		
Jan 18	T	Read: David Thelen, "Memory and American History"* Stuart McConnell, "The Civil War and Historical Memory"* David Blight, "The Civil War Sesquicentennial"*
Jan 20	TH	Read: Warren, <i>The Legacy of the Civil War</i>
Week 3: Popular Conceptions of the Civil War		
Jan 25	T	Read: Horwitz, <i>Confederates in the Attic</i> pages: 3-208
Jan 27	TH	Read pages: 209-390
Week 4: Images of Death		
Feb 1	T	Read: Drew G. Faust, "'A Riddle of Death': Mortality and Meaning in the American Civil War" * John Neff, "'A Heroic, Eminent Death': The National Dimensions of Lincoln's Assassination"*
Feb 3	TH	Read: John Neff, "One Interminable Grave Yard"* Caroline E. Janney, "A Fitting Work: The Origins of Virginia's Ladies' Memorial Associations, 1865-1866"*
Week 5: 19th Century Fiction		
Feb 8	T	Read: Walt Whitman, "O Captain, My Captain"* Ambrose Bierce, "An Occurrence at Owl Creek Bridge"*
Feb 10	TH	Read: Stephen Crane, <i>Red Badge of Courage</i>

Week 6: Veterans, Sons, and Daughters		
Feb 15	T	Read: M. Keith Harris, "Slavery, Emancipation, and Veterans of the Union Cause"* Patrick J. Kelly, "The Election of 1896 and the Restructuring of Civil War Memory"*
Feb 17	TH	Read: Alice Fahs, "The Feminized Civil War"* Caroline E. Janney, "Written in Stone"*
Week 7: The Lost Cause Continued		
Feb 22	T	Read: Poole, <i>Never Surrender</i>
Feb 24	TH	NO CLASS
Week 8: Gettysburg		
Mar 1	T	Read: Reardon, <i>Pickett's Charge in History and Memory</i> pages 1- 107
Mar 3	TH	Read pages: 108-214
Week 9: Monuments and Battlefields continued		
Mar 8	T	Read: Thomas J. Brown, "Soldiers' Monuments"* Richard Guy Wilson, "Monument Avenue, Richmond"*
Mar 10	TH	Read: Timothy Smith, "This Great Battlefield: Shiloh National Military Park, 1894-1913"* Speeches from monument dedications (to be posted on blackboard)
		SPRING BREAK MARCH 14-18
Week 10:		
Mar 22	T	Recap of Shiloh Trip
Mar 24	TH	NO CLASS

Week 11: The Civil War in Modern Fiction and Film		
Mar 29	T	Read: Michael Shaara, <i>Killer Angles</i>
Mar 3	TH	Begin watching movie (TBA)
Week 12: Viewing / Discussing Movies		
Apr 5	T	Movie (TBA)
Apr 7	TH	Read: Gary Gallagher, "Emancipation and Reconciliation but Not the Union"*
Week 13: Centennial		
Apr 12	T	NO CLASS
Apr 14	TH	Read: Robert Cook, "African Americans and the Civil War Centennial"* Jim Cullen, "Reconstructing Dixie: Confederate Mythology in Rock and Roll"* John Coski, "What We Stood For, Will Stand For, and Will Fight For"*
Week 14: Ken Burns's <i>Civil War</i>		
Apr 19	T	Watch selections from Ken Burns
Apr 21	TH	Read: Robert Brent Toplin, "Ken Burns's <i>The Civil War</i> as Interpretation of History"* Eric Foner, "Ken Burns and the Romance of Reunion"* Paper due
Week 15: Paintings and the Future		
Apr 26	T	Read: Gary Gallagher, "Brushes, Canvases, and the Lost Cause"* Journal due
Apr 28	TH	So what does the Civil War Mean 150 years later?