



History 550.01E—History and Memory in Civil War Reconstruction  
Summer I 2015 Syllabus

**Instructor: Dr. Jessica Brannon-Wranosky**

**Class Meets: MW 10:00am-1:50pm**

**In Building/Room: Ferguson Social Sciences SS 141 (unless stated otherwise for class wide research access in Gee Library or a research site visit—we will still all meet as a class on those occasions and work as a large group in the designated alternative location)**

**Office Located In Ferguson Social Sciences (SS) 107**

**Office Hours: MW 9-10am and by appointment**

**Email: [Jessica.Wranosky@tamuc.edu](mailto:Jessica.Wranosky@tamuc.edu) (Email is the best way to reach me)**

**Office Phone: (903) 886-5224**

**Office Fax: (903) 468-3230**

**Website: located inside “eCollege” inside your “myLeo” account (<https://leo.tamuc.edu/login.aspx>)**

**ATTN: THIS IS A PARTIALLY ONLINE CLASS; AS SUCH, EACH STUDENT MUST HAVE DAILY ACCESS TO A COMPUTER WITH WORKING EMAIL, AND INTERNET. THERE ARE NO EXCUSES IN SUCH A QUICK GRADUATE SUMMER COURSE FOR NOT HAVING DAILY ONLINE ACCESS FOR COMPLETING WORK IN THE ONLINE ENVIRONMENT.**

<b>COURSE INFORMATION</b>
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**MATERIALS:**

**REQUIRED TEXTS:**

1. Alice Fahs and Joan Waugh, eds., *The Memory of the Civil War in American Culture* (Chapel Hill: University of North Carolina Press, 2004). ISBN 978-0807855720
2. Anne Sarah Rubin, *Through the Heart of Dixie: Sherman's March and American Memory* (Chapel Hill: University of North Carolina Press, 2014). ISBN 978-1469617770
3. Deborah Willis and Barbara Krauthamer, *Envisioning Emancipation: Black Americans and the End of Slavery* (Philadelphia: Temple University Press, 2012). ISBN 978-1439909850
4. Karen Cox, *Dixie's Daughters: The United Daughters of the Confederacy and the Preservation of Confederate Culture* (Gainesville: University Press of Florida, 2003). ISBN 978-0813028125

*A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing), by Kate L. Turabian. University of Chicago Press.—NOTE: MUST BE 8<sup>th</sup> Edition or later; earlier versions not acceptable because of lack of content.

*The Elements of Style*, Fourth Edition, by William Strunk Jr. and E. B. White (ISBN 0-205-30902-X). Longman Publishers.

**OPTIONAL TEXTS:**

**Each graduate student will choose TWO of the following over which to write a review and discuss in the designated class meeting.**

**Optional:**

- Caroline E. Janney, *Burying the Dead but Not the Past: Ladies' Memorial Associations and the Lost Cause* (Chapel Hill: University of North Carolina Press, 2012). ISBN 978-0807872253
- Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America* (Princeton, N. J.: Princeton University Press, 1999). ISBN 978-0691009476
- Carol Reardon, *Pickett's Charge in History and Memory* (Chapel Hill: University of North Carolina Press, 2003). ISBN 978-0807854617
- John M. Coski, *The Confederate Battle Flag: America's Most Embattled Emblem*, Reprinted Edition (Cambridge: Belknap Press, 2006). ISBN 978-0674019836
- Gary W. Gallagher, *Causes Won, Lost, and Forgotten: How Hollywood and Popular Art Shape What We Know about the Civil War* (Chapel Hill: University of North Carolina Press, 2013). ISBN 978-1469606835
- Joan Waugh, *U. S. Grant: American Hero, American Myth* (Chapel Hill: University of North Carolina Press, 2013). ISBN 978-1469609904
- David W. Blight, *American Oracle: The Civil War in the Civil Rights Era* (Cambridge: Belknap Press, 2013). ISBN 978-0674725973
- David W. Blight, *Beyond the Battlefield: Race, Memory, and the American Civil War* (Amherst: University of Massachusetts Press, 2002). ISBN 978-1558493612
- David Goldfield, *Still Fighting the Civil War: The American South and Southern History*, Second Edition (Baton Rouge: Louisiana State University Press, 2013). ISBN 978-0807152157
- David W. Blight, *Race and Reunion: The Civil War in American Memory* (Cambridge: Harvard University Press, 2001). ISBN 978-0674008199
- Benjamin G. Cloyd, *Haunted by Atrocity: Civil War Prisons in American Memory* (Baton Rouge: Louisiana State University Press, 2010). ISBN 978-0807136416
- M. Keith Harris, *Across the Bloody Chasm: The Culture of Commemoration Among Civil War Veterans* (Baton Rouge: Louisiana State University Press, 2014). ISBN 978-0807157725

**Suggested Advanced Readings:**

This course is not an overview of the Civil War and Reconstruction Era, but instead an examination of the political and cultural phenomenon of commemoration for these periods. Therefore, it is expected that students already have a working knowledge of the histories of the United States Civil War and Reconstruction. If a student does not, the follow texts are suggested readings to be completed before the start of the semester.

James M. McPherson, *Battle Cry of Freedom: The Civil War Era* (Oxford: Oxford University Press, 2003). ISBN 978-0195168952

OR

Charles P. Roland. *An American Iliad: The Story of the Civil War, Second Edition*. The University Press of Kentucky. ISBN 978-0813123004

Eric Foner, *Reconstruction: An Unfinished Revolution* (New York: HarperCollins, 1988). ISBN 978-0060158514

OR

Eric Foner. *A Short History of Reconstruction*. Harper Perennial. ISBN 978-0060964313

**Additional Class Materials:**

Paper and Writing Implements for taking notes & access to a computer, working email, and Internet. Any additional reading assignments, such as brief articles, videos, or primary documents, will be assigned via the instructor through e-college. Students will be responsible for gaining access to and gathering the required additional primary and secondary sources necessary for the research projects.

### Course Description:

This course will examine ways Americans have chosen to remember the United States Civil War and Reconstruction periods through literature, monuments and memorials, histories, film, art, as well as other forms of popular culture. Furthermore, one of the key themes throughout the course will be how the political and cultural phenomenon of commemoration for these periods changed over time and why.

### Student Learning Outcomes:

- 1) Students will understand the primary research and writing process associated with different aspects of how Americans have “remembered” portions of the history of the United States Civil War and Reconstruction periods.

<b>COURSE REQUIREMENTS</b>
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**Explanation of Evaluation**

**Criteria:**

<b>2 Book Reviews (10% each)</b>	<b>20%</b>
<b>1 Popular Culture Review</b>	<b>10%</b>
<b>Book and Article Responses</b>	<b>20% total</b>
<b>Online Exhibit Contributions</b>	<b>35%</b>
<b>Online, Study Group, and Class Attendance &amp; Participation</b>	<b>15%</b>
<b>Semester Total</b>	<b>100%</b>

**Grade Breakdown:**

A = 89.5-100
B = 79.5-89.4
C = 69.5-79.4
D = 59.5-69.4
F = 0-59.4

**Required Readings:** All of us will read and discuss (via in class discussion and online) the books on the required list. All students are required to read all required books, articles, and other readings assigned for the class. The assigned books are available for purchase at the campus bookstore, through the Internet, and at many regional book retailers. **SINCE THIS IS A SUMMER COURSE, IF YOU DO NOT HAVE THE FIRST FEW BOOKS BY THE START OF THE COURSE, YOU WILL NEED TO OBTAIN THEM THROUGH THE CAMPUS BOOKSTORE. THERE IS NO TIME TO WAIT FOR AN ONLINE DEALER.**

**TURNITIN.COM:** All papers and reviews must be uploaded to the appropriate listing in the course’s turnitin.com space. Each student will need to use the specific course identification number and password to register to this class’ turnitin shell. This information and directions for use will be provided to students in a separate document.

**Book Reviews (each 10% of the final grade):** You are required to write two book reviews for the course from the optional list provided by the professor. All books on the list need to be assigned before two people can review and discuss the same book. Each review should be typed with 1-inch margins, free of grammatical and spelling errors, provide correct citation where necessary, include discussion of a published academic review of the assigned book, and should be **no less than 900 words & absolutely no more than 1500 words.** You must turn in a hardcopy of each review on the day that it is due AND upload a copy in Microsoft Word format .doc or .docx in the appropriate eCollege dropbox. If a student does not upload the assignment in the correct format by

the due date, it is considered late. Furthermore, each weekday a paper is late without a documented excuse I will deduct 10% off its earned grade. I will provide further details regarding this assignment in a separate document in eCollege with a sample book review. Book reviews are graded based on level of analysis, discussion of book components as useful to historians, evidence of whether the student full read and understood much of the book's content, and format and grammar and spelling requirements. (This includes adhering to the sample book review's appropriate Turabian footnote and parenthetical requirements.)

### **History and Memory Civil War and Reconstruction Web Exhibit (35% combined)—**

Students have a choice of working on the class-wide group project using the open-source software Scalar to create an online web exhibit discussing the films, books, museums, and other site visits and commemoration pieces we examine in class, or if individual students choose not to participate, to instead produce a 50-source annotated bibliography of 35 pages or more in length on a connected subject. More information for the online exhibit that the graduate students in the course will design, implement, and produce will be provided in class.

**!!Class “Attendance” and Participation:** This is a blended-learning course, meaning that student participation will happen in both in-person and online interactions. Both in-person and online involvement is crucial to your success in this course. Developmental activities occur every day this class meets and absences will adversely affect your grade. Habitual absences and tardiness are unacceptable. Additionally, participation in the class is a large part of this portion of the grade. Each student must be involved in online discussions in order to receive credit for class participation. Simply being physically present is not enough.

**!!Student Conduct and Tone (Online and In Person):** Students are required to respect their instructor and fellow students without exception. This includes using respectful tones and word choices and not over dominating class conversations either online or in person. Students will get two warnings from the instructor regarding disrespectful or inappropriate behavior. On the third infraction, a student may be required to undergo disciplinary action, which may include removal from the course.

**Class Calendar and Dates:** While it is highly unlikely that the dates for the reading and assignments would change, I reserve the right to do so if the need presents itself. Any such changes will be announced in the announcements section on the course website homepage and/or in class. The reading and writing assignments are due at the *by the start of class on the date listed in the course calendar* and considered late thereafter—please feel free to read ahead as much as possible to keep up with the fast pace of a summer grad class. The class calendar will be made available online in the eCollege course.

## **TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Internet browser software (Internet Explorer and Mozilla Firefox work best)
- Word Processor (MS Word)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

Emailing the professor's university email address ([Jessica.Wranosky@tamuc.edu](mailto:Jessica.Wranosky@tamuc.edu)) is the very best way to reach Dr. Wranosky. In every email, please make sure to provide your full name at the end, which course you are enrolled in, and a description of what your request or question is.

Dr. Wranosky will communicate with students through the email address they have on file in MyLeo (make sure yours is up to date and working throughout the semester), eCollege announcements, and the "Professor's Forum" discussion forum in the class. Please check these areas daily and before attending class. If an emergency arises, Dr. Wranosky will post the announcement for the class in all three of these locations.

In all forms of class communication including all online forums, students are expected and required to maintain a respectful tone and use semiformal to formal language.

### eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

**Academic Integrity:** It is expected that university students demonstrate a high level of maturity, self-direction and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity and the capacity for self-direction in personal behavior.

**Academic Honesty:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, the participation in hindering classmates' learning environment or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) If any type of academic dishonesty is discovered in this class, you will receive a zero for the assignment, have the possibility of receiving a zero for the course, and the Dean of Students may become involved.

"The Code of Student Conduct" located in *Texas A&M University-Commerce Student Guidebook* covers those issues listed above. I make all efforts to follow all guidelines and regulations and expect students to do the same. If you are not familiar with the "The Code of Student Conduct," it is highly suggested that you review all of its material. If you have any questions, please contact the appropriate office or me.

**Additional Course Resources:** Additional resource links are available on the course website.

### **University Specific Procedures:**

**Federal ADA compliance:** Those students with special needs (recognized and documented by Texas A&M University-Commerce) should notify me immediately so I can discuss the availability of appropriate instructional aids or accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office of Student Disability Resources and Services here at TAMU-Commerce.

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **ADDITIONAL HELPFUL RESOURCES FOR STUDENTS**

**Parking:** If you have parking issues (including not being able to find a parking space) there are a number of general and student lots available on campus, but if you need further help please contact the TAMU-Commerce Bursar's Office to obtain information on getting a parking permit. Therefore, parking issues should not cause tardiness or absence.

**Illness:** If you have health related issues (including needing a physician's attention and documentation for missed class/assignments) the TAMU-Commerce Student Health Services Center is located in Henderson Hall. By paying student fees, you have the right to see a physician free of charge or for a nominal fee. Student Health Services is located in Henderson Hall, behind University Police and across from Prairie Crossing, on the corner of Lee St. and Monroe St. Their phone number is (903) 886-5853.

**Have a good semester, and please feel free and empowered**

**to approach me with any questions.**