



HISTORY 385R
CIVIL WAR AND RECONSTRUCTION
FALL SEMESTER, 1998

Dr. Kathleen Minnix
Office: 312 Seney Hall
Office Phone: TBA

Office Hours: MWF 1-2 p.m.
T-Th 1:30-3 p.m.
Home Phone: 404-872-2777

e-mail address: kminnix@learnlink.emory.edu

Course Description: The purpose of this course is to examine the causes and consequences of the Civil War. Special attention will be given to the role of Georgia in secession, war, and Reconstruction. The origin and abolition of slavery will be investigated, as will the effect of emancipation upon the freedmen. Students will learn about the war on the homefront, the role of women in wartime, and the everyday life of the Civil War soldier. Major battles and generals will be considered, as will the historic presidency of Abraham Lincoln. Finally, the successes and failures of Reconstruction will be analyzed, and the legacy of this period of American history explored.

Assigned Texts:

F. N. Boney, *Rebel Georgia*, Macon: Mercer University Press, 1997.
Kenneth Davis, *Don't Know Much about the Civil War*, New York: Avon Books, 1996.
James McPherson, *What They Fought For, 1861-1865*, New York: Doubleday, 1994.
Jim Miles, *To the Sea: A History and Tour Guide of Sherman's March*, Nashville: Rutledge Hill Press, 1989.
Audiobook: *Marching Through Georgia* (will be furnished by the professor)

Book Report: Students will choose one book and order it from the bookstore for the book report. For brief reviews, customer comments, and excerpts, see www.amazon.com. Because the book report is due approximately 4 weeks into the semester, students are advised to place their orders early. All of these books are currently in print and several are best-sellers, so most book

EMORY UNIVERSITY



050000003346

stores will have them in stock, with the exception of *Band of Angels*. Your choices are these:

Edward Ball, *Slaves in the Family*, 1998. The story of the Ball family and the black families with whom their lives were inextricably intertwined. "Ball has constructed a story of the riches and squalor, violence and insurrection--the pride and the shame--that make up the history and legacy of slavery in America."

Charles Frazier, *Cold Mountain*, 1997. The Pulitzer prize-winning debut novel which tells of a wounded Confederate veteran in the waning days of the war going home to the hills of North Carolina. "An unforgettable addition to the literature of one of the most important transformational periods in American history."

Tony Horowitz, *Confederates in the Attic: Dispatches From the Unfinished Civil War*, 1998. Wry but sympathetic account of the subculture of Civil War reenactors which explains why 20th century Americans dress up like 19th century Americans. "*Confederates in the Attic* is a great book for readers interested in the legacy of the Civil War, the modern American South, and cultural oddities in general."

Robert Penn Warren, *Band of Angels*, 1955, 1983. One of the South's greatest writers tells the story of Amantha Starr, who learns upon her father's death that she is black and a slave. "One of the most searing and vivid fictional accounts of the Civil War era ever written."

Films: Students will write a 5-7 page paper analyzing one of two groups of films. One group deals with combat in the Civil War: *Red Badge of Courage*, *Glory*, and *Gettysburg*. The other group deals with women of the Old South: *Gone with the Wind*, *Jezebel*, and *Raintree County*. These films will be on reserve for viewing in the library. Students wishing to see them privately should arrange to rent the films from a video store.

Web Site Search: Students will find Civil War web sites on the conference page for this course. Students will explore one which interests them and submit a 2-3 page summary on their findings.

Field Trip: Students will take at least one field trip during the course, either to Andersonville Prison or to the Cyclorama, time to be announced. Students coming on both field trips will be given extra credit.

Grading Guidelines: There will be a take-home midterm (25%) and a take-home final (25%). The film analysis and book report are each worth 20%. In addition, students will explore a web site and submit a summary of their research for 10% of the grade. All written work should be type-written and double-spaced. Class participation in the discussion of readings will count as 10% of the grade. The importance of discussion and lectures makes class attendance vital.

Midterm (25%) + Final (25%) + Film Analysis (20 %) + Book Report (20%) + Web Site Search (10%) = Final Grade.

90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F.

All students are bound by the Honor Code of Oxford College for all written work. The student's signature on a paper will signify that he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others. Any student believed to be acting dishonestly will be reported to the Honor Council.

PART ONE: FROM THE ORIGIN OF SLAVERY TO EMANCIPATION

Reading: Kenneth Davis, *Don't Know Much About the Civil War*,
Chapters 1-6

James McPherson, *What They Fought For*

F. N. Boney, *Rebel Georgia*, Chapters 1 & 2

Book for Book Report (see choices above)

August 27: Origins of American Slavery

September 1: Slave Life in the Old South

September 3: The Old South on Film

September 8: Countdown to the Civil War: The 1850's

WEB SITE SUBMISSION DUE

September 10: The Election of Abraham Lincoln and Southern Secession

Discussion of F. N. Boney, *Rebel Georgia*, Chapters 1 & 2

September 15: Combat and Weaponry of the Civil War

September 17: Everyday Life of the Civil War Soldier

Discussion of James McPherson, *What They Fought For*

September 22: Stonewall Jackson

September 24: Robert E. Lee

September 29: Abraham Lincoln on Film

BOOK REPORT DUE

October 1: The Emancipation Proclamation

October 6: Ulysses S. Grant

October 8: War on the Homefront

October 13: Midsemester Break, no class

October 15: Women and the War

MIDTERM TEST DUE

**PART TWO:
COLLAPSE AND RECONSTRUCTION**

Reading: Kenneth Davis, *Don't Know Much About the Civil War*,
chapters 7 & 8

F. N. Boney, *Rebel Georgia*, chapter 3

Jim Miles, *To the Sea*

Audiobook: *Marching Through Georgia*

October 20: God and Music

October 22: Marching Through Georgia

Discussion of F. N. Boney, *Rebel Georgia*, Chapter 3 and Jim Miles,
To the Sea

October 27: The Collapse of the Confederacy

October 29: Ghosts of Gettysburg

November 3: Lincoln on Leadership

November 5: Surrender at Appomattox

November 10: The Assassination of Abraham Lincoln

November 12: The Legacy of the Civil War

Discussion of audiobook *Marching Through Georgia*

November 17: The Aftermath of Slavery

FILM ANALYSIS DUE

November 19: The Presidency of Andrew Johnson

November 24: Black Codes, Race Riots, and the Ku Klux Klan

November 26: Thanksgiving Break, no class

December 1: Retreat from Reconstruction

December 3: The Religion of the Lost Cause

December 8: The Civil Rights Movement: The Second Reconstruction

FINAL TEST DUE: TBA

IMPORTANT DATES:

SEPTEMBER 8: WEB SITE ANALYSIS DUE

SEPTEMBER 29: BOOK REPORT DUE

OCTOBER 15: MIDTERM TEST DUE

NOVEMBER 17: FILM ANALYSIS DUE

FINAL TEST: TBA

WEB SITE SEARCH

This search of Civil War sources on the web should allow you to follow one of your own interests, whether it is weaponry, medicine, individual battles or officers, the use of railroads, or the role of women in warfare. Quickly open four or five of the web sites on the conference page for this course before you settle on one that particularly interests you. When you have made your decision, you should then spend several hours exploring your web site, getting an idea of the scope of information offered there. At this point, you should decide whether you want to write a summary of the information offered on that particular site or whether you want to narrow the scope of your paper to an in-depth study of one particular aspect of that web-site.

Your short paper (2-3 pages) should begin with a summary of what you have learned from your exploration, either giving the scope of the information or a more detailed description of information on a particular topic. Note particular aspects of the web page that either interested you or did not seem to be well-presented visually or factually. What questions arose during your exploration and how did you discover the answers? How could this web-page be incorporated into a larger research paper? What have you learned that will be of help to you in this course? End with a summary of the web page you have explored and an evaluation of the benefits and drawbacks to doing research on the web.