Required Readings (in order):

Michael Perman and Amy Taylor, eds., *Major Problems in the Civil War and Reconstruction: Documents and Essays, 3rd ed.*
David Blight, *Frederick Douglass' Civil War: Keeping Faith in Jubilee*
Mary DeCredico, *Mary Boykin Chestnut: A Confederate Woman's Life*
Michael Shaara, *The Killer Angels*
Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*
Douglas Egerton, *The Wars of Reconstruction: The Brief, Violent History of America’s Most Progressive Era*
Faye Dudden, *Fighting Chance: The Struggle over Woman Suffrage and Black Suffrage in Reconstruction America*

Students will read all six monographs, which will be discussed in class on the dates indicated below. Students are also expected to keep up in the Perman text for the purposes of day-to-day class participation. Because of this, students with four or more unexcused absences will receive an automatic F grade for the course. (Excused absences include campus-approved events, sickness, or family emergencies, but to be counted as approved, absences must be cleared with the instructor no later than one week after the missed class.) Discussion is ten percent of the course grade. There will be three brief quizzes on the readings; the lowest quiz grade will be dropped.

Required Paper:

A ten page interpretive essay on any topic, person, or event pertinent to the course. A bibliography and endnotes drawn from at least ten sources must be included. Please use the Chicago style for notes. The paper due date is Thursday, April 23; an electronic version must be submitted to turnitin.com. See page four of this syllabus regarding acceptable websites for sources. The paper is worth twenty percent of your grade and will be returned on the day of the final with comments and a grade; late papers will be penalized one full grade for each day the paper is late. Students are strongly encouraged to consult with the instructor both topic and thesis.

Classroom deportment:

Cell phones must be turned off before coming into class, and texting is banned. Students may take notes on laptops. Students are expected to be on time and have the assigned reading finished before coming to class.
There will be one midterm and a noncumulative final. Final grades will be computed as follows:

- **Reading quizzes** 10%  
  93-100 = A  
  77-79 = C+

- **Midterm** 25%  
  90-93 = A-  
  73-76 = C

- **Final** 35%  
  87-89 = B+  
  70-72 = C-

- **Participation** 10%  
  83-86 = B  
  60-69 = D

- **Paper** 20%  
  80-82 = B-  
  0-59 = F

Schedule of lectures and assignments:

- **Jan 22**  Introduction to course

- **I. The Union Comes Apart**
  - **Jan 27**  A divided people (Perman, 29-40)
  - **29**  Free Soil, the election of 1848, and the Compromise of 1850 (Compromise laws)
  - **29**  Discussion: Perman, 1-14, 41-63; Foner, Chapters 1-2

- **Feb 3**  Kansas-Nebraska and the birth of the Republicans (Perman, 65-73)
  - **5**  Buchanan’s Ordeal: Bleeding Kansas
  - **5**  Discussion: Perman, 74-98; Foner, Chapter 3
  - **10**  Polarization: Dred Scott and John Brown (U.S. Constitution)
  - **12**  Lincoln’s election: The Deep South acts (Perman, 100-109)
  - **12**  Discussion: Perman, 110-134; Foner, Chapters 4-5; Blight, Chapters 1-4
  - **17**  No class (February break)

- **II. The Union Sundered**
  - **19**  Fort Sumter: Two nations prepare (Perman, 177-187)
  - **19**  Discussion: Perman, 187-199, 231-244)
  - **24**  Battles, 1861-62 (Perman, 136-144, 150-161)
  - **26**  Lincoln and the divided North
  - **26**  Discussion: Perman, 150-161; Foner, Chapter 6

- **Mar 3**  Confederate government and diplomacy (Perman, 246-256)
  - **5**  No lecture class
  - **5**  Discussion: Perman, 256-282; Blight, Chapters 5-6
  - **10**  Home fronts (Perman, 210-220)
  - **12**  Wartime race relations (Perman, 284-298)
  - **12**  Discussion: Perman, 199-209, 299-321; Foner, Chapters 7-8; Blight, Chapter 7; Egerton, Chapter 1
  - **17**  Native Americans and the War
  - **19**  Women in a modern war (Perman, 212-215, 249-250)
  - **19**  Discussion: Perman, 14-24, 220-231; DeCredico, *Mary Boykin Chesnut*

- **Apr 7**  Origins of the new South
No class or discussions

The end in sight, 1864-65 (Perman, 144-149)

Defeated South and the myth of Reconstruction

Discussion: Perman, 162-175; Egerton, Prologue, Chapters 2, 4; Blight, Chapter 8; Foner, Chapter 9

III. The Union Restored

Black Codes and Black Conventions (Perman, 323-335)

Impeachment, freedmen, and the Constitution

Discussion: Egerton, Chapters 5-6; Perman, 335-354, 451-462; Dudden, *Fighting Chance*

The dream fails: Sharecropping (Perman, 355-391, 425-437)

Election of 1876: The waning of Reconstruction

Discussion: Egerton, Chapters 3, 9

An uncertain future: The republic in 1877 (Perman, 463-499; Blight, Chapter 10, Epilogue; Egerton, Epilogue)
Online sources: A large number of sources, both primary and secondary, are available online, and all of these below are automatically approved. *Apart from these, all other online sources must be approved by the instructor before being cited in your paper.*

Cornell’s library site allows you access to two newspaper sites: America’s Historical Newspapers, and African American Newspapers. These are digitized early American newspapers, and the system has a search engine for names or key words that will take you to the original, printable newspaper story.

In the late nineteenth century, the federal government printed thousands of Civil War documents, from the correspondence of generals and presidents to sergeants’ requests for hardtack and canteens. Cornell has digitized the volumes and can easily be found via google at *The War of the Rebellion: a Compilation of the Official Records of the Union and Confederate Armies.*

A number of prominent politicians and activists of the period have had their papers published, and Cornell owns many of those collections. The correspondence of Abraham Lincoln and Frederick Douglass is available on the Library of Congress website; the Lincoln site, which has a decent search engine, is very easy to use. The Douglass site is less so.

Hundreds of previously published journal articles have been digitized by JSTOR, which is also easily found on the library’s Find Articles link.

The Gilder-Lehrman site, which is administered by Yale, is largely designed to help teachers introduce African American history into their courses. (Future teachers, take note. They have terrific lesson plans.) But the site also features large numbers of primary documents pertaining to slavery and the war years.