HISTORY 353

CIVIL WAR AND RECONSTRUCTION

Term 6 Mr. Lucas

Spring 2019 Office: College 205, x4205

9:00-11:45 AM [plucas@cornellcollege.edu](mailto:plucas@cornellcollege.edu)

Course Syllabus

Reading: The following books are available for purchase.

David Donald, Lincoln

Michael F. Holt, The Fate of Their Country

Additional reading assignments will be distributed in class.

Assignments: Each student will be required to write three papers. The precise topics for the first two papers – each approximately 5 pages in length – will be distributed in class. The third paper (approximately 8-10 pages in length) will be on a specific topic developed in consultation with the instructor. Part of the grade for this paper will result from a brief presentation on March 5.

The course grade will be determined by the following formula: first paper 15-20%, second paper 25%, third paper 40-45%; class participation 15%. Frequent absences will lower one’s grade.

Class participation is important; students will be prepared to discuss the following reading assignments on the days noted. *The schedule is always subject to minor changes*.

Class Schedule and Assignments

Day 1 Introduction

2 Silbey, “The Civil War Synthesis” (handout); Holt, Fate, 1-50

3 Holt, Fate, 51-127

4 Holt, Chapter 8 (handout); Donald, Lincoln, Chapter 9

5 Foner, “Politics, Ideology,…” (handout); Donald, Lincoln, Chapter 10

6 Donald, Lincoln, Chapter 11 **First Paper Due**

7 Donald, Lincoln, Chapters 12-14

8 Donald, Lincoln, 407-483; Vallandigham handout

9 Donald, Lincoln, 483-545; Current, “God and the Strongest Battalions” (handout)

10 Donald, Lincoln, 546-599; Hahn, “But What Did the Slaves Think…” (handout)

11 Sherman March handouts **Second Paper Due**

12 Woodward, “The Political Legacy of Reconstruction” (handout)

13 Research

14 Individual Conferences; Research

15 Research, Individual Conferences

16 Paper draft due

17 Presentation

18 **Third Paper Due**

The Fine Print – please read carefully

***Academic Honesty*** *expectations.*

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Course Catalogue, under the heading: “Academic Information – Academic Honesty.”*

*In this class, a student who violates the Academic Honesty policy will fail the course.*

***Students with disabilities****.*

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see*

http://[cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml)

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

Relevant Educational Priorities: Knowledge, Inquiry, Reasoning, Communication

A description of these Priorities can be found in the *Academic Catalogue* website.