This course surveys a period of crisis in American political, social, and constitutional history as the North and South continued to contest the division of political power, the economic, legal, and political status of former slaves, and the proper way to reconstruct the Union that had been broken by secession and war. To better understand the period and the forces which shaped it, we will be examining major events in a time of great political complexity and perplexity as well as focusing on important people and topics. Course objectives are to foster a fuller comprehension of this period, to survey historiographical interpretations, especially recent ones, and to further students' analytical and writing abilities.

Students are expected to keep up with the reading assignments and attend regularly. Because this class is conducted as a seminar, class participation is very important. While students who can answer questions will not be penalized for quietness, excellent participation can raise a borderline grade.

In addition to the midterm and final, each student must lead one class discussion, possibly with a fellow student. Moreover, each student will give a 5 minute in-class report on a book of his/her choice linked to the week’s readings (see below for book suggestions). This helps to extend the class’s collective historiographical knowledge. An analytical book review of 7 to 10 double-spaced, typed pages that compares an assigned book with the chosen book will be due one week after the oral report. (Ph.D. students read three additional books for a written report which is due Dec 1.) A penalty of 1/2 letter grade per day will be assessed on late papers unless arrangements have been made with the instructor. Students with questions or difficulties with the class materials should contact the instructor or schedule an appointment.

Academic integrity is a part of the George Mason honor code. Students may not give or receive help during examinations. A student must have done all of the research and writing on a paper to which her/his name is signed. Plagiarism is defined in the GMU honor code as “presenting as one’s own, the words, the work, or the opinions of someone else without proper acknowledgment.” Students who use the words of others must place the borrowed language in quotation marks or a block quotation and indicate the source in a footnote or endnote.
If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703 993 2474. All academic accommodations must be arranged through that office.

Grades will be based on the following criteria:

- midterm exam (take home): 25%
- written review: 25%
- final exam (take home): 35%
- class participation: 5%
- discussion leadership and oral presentation: 10%

Required books (available in campus bookstore)
Eric Foner, *Reconstruction: America’s Unfinished Revolution, 1863-1877*
Gregory Downs, *After Appomattox: Military Occupation and the Ends of War*
Dan Carter, *When the War Was Over: The Failure of Self-Reconstruction in the South, 1865-1867*
Paul Cimbala, *Under the Guardianship of the Nation: the Freedmen’s Bureau and the Reconstruction of Georgia, 1865-1870*
Mark Elliott, *Color Blind Justice: Albion Tourgee and the Quest for Racial Equality from the Civil War to Plessy V. Ferguson*
Elaine Parsons, *Ku Klux: The Birth of the Klan during Reconstruction*
Charles Lane, *The Colfax Massacre, the Supreme Court, and the Betrayal of Reconstruction*
William Gillette, *Retreat from Reconstruction, 1869-1879*
John C. Rodrigue, *Reconstruction in the Cane Fields: From Slavery to Free Labor in Louisiana’s Sugar Parishes, 1862-1880*
Kate Masur, *An Example for All the Land: Emancipation and the Struggle over Equality in Washington, D. C.*
David Quigley, *Second Founding: New York City, Reconstruction, and the Making of American Democracy*
Leslie Schwalm, *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest*

Aug. 31 Orientation to Class. The Civil War and Reconstruction

Sept. 6 **LAST DAY TO ADD CLASS**

7 The Neo-Revisionist View of Reconstruction. Read Foner, chs. 1-5

Sept.  21  Andrew Johnson and the Failure of Self Reconstruction. Read Carter  
Possibilities for review: John and Lawanda Cox, Politics, Principle and Prejudice; OR Richard Lowe, Republicans and Reconstruction in Virginia, 1856-1870 OR David O. Stewart, Impeached: The Trial of President Andrew Johnson and the Fight for Lincoln's Legacy

28  Attend Fall for the Book presentation, Harris Theater. Reconstruction, Education, and the Freedmen's Bureau. Read Cimbala  
Possibilities for review: Mary Farmer-Kaiser, Freedwomen and the Freedmen's Bureau: Race, Gender, and Public Policy in the Age of Emancipation Jacqueline Jones, Soldiers of Light and Love: Northern Teachers and Georgia Blacks, 1865-1873 OR Carol Faulkner, Women's Radical Reconstruction: The Freedmen's Aid Movement

30  LAST DAY TO DROP CLASS


12  Violence and Reconstruction. Read Parsons; and Foner, ch. 7.  

19  Violence and Constitutional Rights. Read Lane.  

PICK UP TAKE HOME MIDTERM  
Possibilities for review: Michael Perman The Road to Redemption: Southern Politics, 1869-1879 OR Ted Tunnell, Crucible of Reconstruction: War, Radicalism and Race in Louisiana
Nov. 2 No Class. TURN IN MIDTERM EXAM

Nov. 9 Reconstructing Agriculture and Labor. Read Rodrigue.
**Possibilities for review:** Nancy Bercaw, *Gendered Freedoms: Race, Rights and the Politics of Household in the Delta, 1861-1875* OR Leslie Schwalm, *A Hard Fight for We: Women’s Transition from Slavery to Freedom in South Carolina* OR Jeffrey Kerr-Ritchie, *Freedpeople in the Tobacco South*

16 Reconstruction and African Americans. Read Schwalm; Foner, ch.10.

23 THANKSGIVING BREAK. NO CLASS.

Dec. 7 Other Sides to Reconstruction. Read Quigley and Foner, chs. 11-12, and epilogue. **PICK UP TAKE HOME FINAL**
**Possibilities for review:** David O. Stowell, *Streets, Railroads and the Great Strike of 1877* OR Mitchell Snay, *Fenians, Freedmen and Southern Whites: Race and Nationality in the Era of Reconstruction* OR Caroline Janney, *Burying the Dead but Not the Past: Ladies' Memorial Associations and the Lost Cause*

14 FINAL EXAM DUE BY 5 P.M.