

Fall 2012
T/ TH 10:30-11:45

SYLLABUS: HISTORY 465

Prof. May
Univ. 301

THE CIVIL WAR and RECONSTRUCTION

PART I: REQUIRED READINGS

Harold Holzer, *Lincoln at Cooper Union: The Speech that Made Abraham Lincoln President* (Simon & Schuster)

David A. Mindell, *Iron Coffin: War, Technology, and Experience aboard the USS Monitor* (Johns Hopkins University Press)

Steven E. Woodworth, *Decision in the Heartland: the Civil War in the West* (Bison Books)

Robert E. May, ed., *The Union, the Confederacy, and the Atlantic Rim* (Purdue University Press),
pp. 1-100, 131-158

Nicholas Lemann, *Redemption: The Last Battle of the Civil War* (Farrar, Straus and Giroux)

**All five of these books are available in paper editions. Any library copies of them will be placed on reserve in the Reserve Book Room on the first floor of the Undergraduate Library.*



PART II: CLASS SCHEDULE

T	AUG. 21	Orientation: Why Did the South Secede from the Union?
TH	AUG. 23	Origins of the Confederacy: Revolution or Counter-Revolution?
T	AUG. 28	From Fort Sumter to First Bull Run: Why Did the North Fight?
TH	AUG. 30	QUIZ AND DISCUSSION: Holzer, <i>Lincoln at Cooper Union</i>
T	SEPT. 4	Wearing Blue and Gray: What Was It Like to be a Civil War Soldier and What Arms Did He Carry?
TH	SEPT. 6	Disease, Dysentery and Doctors: Civil War Mortality Revisited
T	SEPT. 11	The Union Campaign in 1862 to Take the Confederacy's Capital at Richmond: Why Did it Fail?
TH	SEPT. 13	Confederate Dreams in the Trans-Mississippi West: What Explains the Rebel Defeat?
T	SEPT. 18	From Harrison's Landing to Antietam: What Explains the Failure of the Union's Army of the Potomac?
TH	SEPT. 20	QUIZ AND DISCUSSION: Mindell, <i>Iron Coffin</i>
T	SEPT. 25	Nadir for the Union?: From Antietam to Fredericksburg in the East
TH	SEPT. 27	Chancellorsville, Gettysburg, and the Dilemma of Confederate Grand Strategy
T	OCT. 2	Lee at Gettysburg – What Went Wrong?
TH	OCT. 4	QUIZ AND DISCUSSION: Woodworth, <i>Decision in the Heartland</i>
T	OCT. 9	OCTOBER BREAK
TH	OCT. 11	Civil War Prisons: The War's Most Unnecessary Tragedy?
T	OCT. 16	Lincoln, Black Freedom, and Black Colonists: Great Emancipator or Overrated Racist?
TH	OCT. 18	Did Lincoln Subvert the Constitution to Win the Civil War? Civil Liberties and the Union
T	OCT. 23	Voting and Rioting in the Civil War North: The Domestic Threat to Union Victory
TH	OCT. 25	QUIZ AND DISCUSSION: May, ed., <i>Union, Confederacy and the Atlantic Rim</i>, pp. 1-100, 131-158
T	OCT. 30	The Enigma of Confederate Nationalism: Did the South Lose the War on the Homefront?
TH	NOV. 1	Grant, the Neutralization of Lee, and the End of the American Civil War
T	NOV. 6	CIVIL WAR EXAM: (Covers all class material to this point)
TH	NOV. 8	Lincoln, the Radicals, and Reconstruction in Wartime
T	NOV. 13	Reconstruction: Andrew Johnson's Plan and Dixie's Reaction
TH	NOV. 15	The Radical Revolt: Checks and Balances or Congressional Usurpation?
T	NOV. 20	The Politics of Impeachment
T	NOV. 27	Carpetbaggers, Scalawags, and the Myths of Radical Reconstruction
TH	NOV. 29	Should the North be Blamed for Reconstruction's Failure? Race and the Liberal Republicans
T	DEC. 4	The 1876 Presidential Election and the End of Reconstruction
TH	DEC. 6	Reflections

FINAL EXAM WEEK: EXAM ON RECONSTRUCTION (all class material since November 8) and Lemann, *Redemption*



PART III: GRADING

Each quiz will be worth 7% of the final course grade.

The Civil War exam will be worth 30% of the final course grade.

The Reconstruction exam will be worth 22% of the final course grade.

The term paper will be worth 20% of the final course grade.

Bonus Point for Conscientious Students

Any student taking all 4 quizzes on the scheduled days, will automatically receive an extra point added to his/her final average in the course, regardless of the grades received on the quizzes.

PART IV: TERM PAPER

All students in the course will be required to submit an 8-15 page, typewritten, double-spaced paper about some aspect of the Civil War/Reconstruction era. These papers will be due in class on Tuesday, December 4. Late papers will automatically lose a full grade, regardless of how late they are turned in. No papers will be accepted later than class on Thursday, December 6.

Your paper may not be on any of the following topics:

The Battle of Gettysburg

Andersonville Prison

The Assassination of Abraham Lincoln

SUGGESTIONS FOR WRITING AN "A" PAPER

1. **Picking a good topic** is the first step to writing a classy term paper. Some things to keep in mind are:
 - a) Make sure that your topic focuses on the Civil War/Reconstruction period.
 - b) Pick a topic that has some significance.

There are an infinite variety of potential topics available. One way to find a topic is to skim through the pages of a general text on the period (see Part VII of this syllabus), or through issues

of a journal in the field such as *Civil War History*, *Civil War Times Illustrated*, *Abraham Lincoln Quarterly*, or *North and South*. Or, you might get an idea by perusing books on the shelves of the history collection in the Humanities Library in the Stewart Center (most Civil War books are in the 970s and on the 4th floor—near the new university archives). Sometimes you can get ideas by skimming through indices to books about the Civil War and Reconstruction.

c) Show some imagination in your choice of topic.

Do not simply rehash a class lecture. Do not write on the same topic as one of the required readings. Strike out in new directions. There are an incredible number of topics out there waiting to be discovered, which I simply have not had time to cover in class. For instance, have you encountered much in this course about newspaper reporting in the war? Walt Whitman? American Writers and the Civil War? Jews in the war? The Red River Campaign? Herman Melville's Civil War writings? Quakers, the Amish, and Civil War Pacifism? The Confederate Commerce Raider *Alabama*; Reconstruction in Arkansas? Congressional Debate on the 15th Amendment? Hiram Revels (1st black U.S. Senator in American History)?; The Supreme Court's Role in Reconstruction? Senator William Sherman? The Role of Women in Confederate War Industry? The Origins of the Hatfield-McCoy Feud? The Johnson Administration's policy on the French intervention in Mexico? Civil War Artists? Chicago During the War? Lafayette, Indiana during Reconstruction? Many Civil War battles are virtually unmentioned during class and in the reading. So are some key Civil War generals, naval officers, and cabinet members. Women soldiers and nurses also are a possibility, as are children during the Civil War. Have you learned much from class and the reading about Civil War newspapers or Civil War war correspondents? What about the role of newspapers in Reconstruction? Civil War music? Race Relations in New Orleans during the War and Reconstruction? Civil War veterans' reunions? Malaria in the Civil War? When I say that I want you to strike out in a new direction, I don't mean that you can't write on something *mentioned* in class lectures or one of the readings. I simply mean that you should avoid a topic *emphasized* in class or one of the books, such as the impeachment of President Johnson or the battle of Gettysburg. One way to find an exciting topic is simply to page through one of the Civil War textbooks listed on this syllabus. Sooner or later something will catch your eye!

2. **Use a variety of sources, and, where possible, try to consult recent writings on a given topic.**

Recent books and articles tend to be more objective than works which came out, say, in the years 1900-1940. They also tend to look at more sources and benefit from earlier works on the subject. It is hard for you, of course, to know what the best books and articles are on whatever topic which you select. You are not experts. However, there are a few guidelines which you might find helpful in source selection: a) books and articles which have footnotes and endnotes are generally more reliable than books and articles which do not; b) books which are well reviewed in professional journals are generally more reliable than books which receive poor reviews. You can look for reviews of books about the Civil War and Reconstruction 1-2 years after the book's publication date in journals such as *Civil War History*, *The Journal of American History*, *The Journal of Southern History*, *The American Historical Review*, and the new *Journal of the Civil War Era*. There is also an important online reviewing journal called *Civil War Book Review*.

I am particularly impressed by students who use scholarly articles in their research as well as books. There are many scholarly journals which regularly carry articles on the Civil War/Reconstruction period. The above-mentioned journals often carry such pieces. So do many other journals. For instance, if you were interested in the Civil War in Indiana, you could check out articles in past issues of the *Indiana Magazine of History*.

The use of original materials from the Civil War/ Reconstruction era, what historians call *primary sources*, can enhance a paper. Such sources include, for example, published autobiographies and reminiscences, old newspapers and Civil War/Reconstruction era magazines, published collections of letters, published diaries, travel journals (including those by European observers of the war), congressional speeches from the time, novels written during the Civil War, travel accounts, or microfilm copies of letters from the time. The published U.S. census is a primary source. So are court decisions from the time. Many books and articles about the Civil War and Reconstruction list such sources, which you can then hunt down. New collections of Civil War primary sources are being published all the time. For instance, in 2002, Oxford University Press published William E. Gienapp, ed., *This Fiery Trial: The Speeches and Writings of Abraham Lincoln*. Our library does not have every printed primary source about the Civil War, but it has an incredible number of them. The trick is to find those appropriate to your topic. A recent guide to some such works is Gerold L. Cole, *Civil War Eyewitnesses: An Annotated Bibliography of Books and Articles, 1986-1996* (Columbia: University of South Carolina Press, 2000). Do not overlook the fact that the library now allows for online keyword searches of both the *New York Times* and the very important Civil War era illustrated weekly *Harper's Weekly*. And edited anthologies are full of primary sources, though sometimes abridged. Examples include: Henry Steele Commager, ed., *The Blue and the Gray: The Story of the Civil War as Told by Participants* (2 vols.; Indianapolis: Bobbs-Merrill, 1950); Lyde Cullen Sizer and Jim Cullen, ed., *The Civil War Era* (Malden, MA: Blackwell Publishing, 2005); Ian Frederick Finseth, *The American Civil War: An Anthology of Essential Writings* (New York: Routledge, 2006); James M. McPherson, *The Negro's Civil War: How American Negroes Felt and Acted during the War for the Union* (Urbana: University of Illinois Press, 1982); *The Southern Historical Society Papers* (52 vols.; Wilmington, NC and Dayton, OH: Broadfoot and Morningside, 1990-1992); Walter L. Fleming, ed., *Documentary History of Reconstruction* (2 vols.; New York: McGraw-Hill, 1966); Glenn M. Linden, ed., *Voices from the Reconstruction Years, 1865-1877* (Fort Worth: Harcourt Brace, 1999). Two of the most important sources, both published by the U.S. War Department (and available in both hardback and online versions), are *Official Records of the Union and Confederate Navies in the War of the Rebellion* (30 vols.; Washington, DC: 1895-1921) and *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies* (128 vols.; Washington, DC, 1880-1901). Whenever you see a reference in any work to the "O.R.," it is to these records—known as the "Official Records."

{HINT: Students often wonder *how many* sources make up a good paper. There is no magic formula. But a paper drawn from three or fewer sources would probably be suspect, unless it was almost entirely based on a primary source such as a Civil War newspaper. For instance, if someone chose to write on war poetry in the *New York Times* for his/her paper, it might be hard to find appropriate sources other than the *Times* itself. Also suspect are papers which list a lot of sources in their bibliographies, but really draw 90% or more of their material from a single book or article. Make a genuine effort to integrate your sources.}



3. **When you start writing your paper, try to develop a hypothesis or theme.**

Your paper should try to prove a point, not just tell a story. Make this point clear, either in your introductory remarks, the text itself, or your conclusion, or in all these places.

Your purpose is not just to hold the reader's interest. It is also to demonstrate that you have analytical ability and that you can sustain an idea. Your paper should try to make a point which your reader will believe is significant in one way or another.

4. **Put as much of your paper as you can into your own words.**

A common error of students is to over-quote. Quotations should be reserved for passages that are so controversial you feel a need to prove your point, or for passages in which the wording is so colorful that quoting adds zest to your narrative. Generally, though, if you can say it in your own words, you should. **BUT YOU MUST USE QUOTATION MARKS ANYTIME THAT YOU COPY SOMETHING THAT SOMEONE ELSE HAS WRITTEN, EVEN IF IT IS ONLY AN EXTENDED PHRASE OR A SINGLE SENTENCE.** Failure to use quotation marks, in such cases, constitutes plagiarism. Plagiarism is cheating. Plagiarized papers will be given grades of zero.

The University's policy on plagiarism and cheating, which I intend to follow, is:

Cheating / Plagiarism:

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

***Exception.** Do not use quotation marks when you indent and single space a long passage.

5. **Make sure that you use either footnotes or endnotes to document your paper.**

Do not put your references in parentheses within your narrative, unless you are basing your paper essentially on a single primary source (e.g. Walt Whitman's *Leaves of Grass*), and quote that one source over and over. If you do not know how to properly document your paper, consult one of the many guides which have been written about how to do this. The most important thing regarding your style of documentation is that you be consistent (e.g. do not provide the publisher for some books and not for others).

Perhaps the most generally accepted guide to style (among historians) is *The Chicago Manual of Style* (University of Chicago Press), which has passed through many editions. But there are other useful guides, and many are full of tips which will help you regarding much more than the simple matter of note style. See, for instance, Wood Gray and Others, *Historian's Handbook: A Key to the Study and Writing of History*; William Kelleher Storey, *Writing History: A Guide for Students*, Jacques Barzun and Henry F. Graff, *The Modern Researcher*; Jules R. Benjamin, A

Student's Guide to History; William Giles Campbell and Stephen Vaughan Ballou, *Form and Style: Theses, Reports, Term Papers*; Peter Charles Hoffer and William W. Stueck, *Reading and Writing American History: An Introduction to the Historian's Craft*; Neil R. Stout, *Getting the Most Out of Your U.S. History Course: The History Student's Vade Mecum*; Mark Hellstern, Gregory M. Scott and Stephen M. Garrison, *The History Student Writer's Manual*; Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*. A new guide that does not help with citations, but which offers a lot of guidance on how to avoid plagiarism, how to quote effectively, how to paraphrase, how to choose the right sources, and so on is Robert A. Harris, *Using Sources Effectively*.

6. **Proof Your Work.**

Write with a dictionary at your elbow and look up the spelling of any word that you are slightly unsure of. If you use a computer spelling check, keep in mind that it will not pick up wrongly-spelled proper names or certain words that are spelled correctly but used improperly (e.g. the word *through* if you mean *threw*). Be particularly on the watch for incomplete sentences. Remember that commas and periods go *inside* quotation marks. Remember that you should use double quote marks most of the time. Single quotation marks are for quotations within quotations.

7. **Check in With Me During My Office Hours.**

I strongly advise students to begin their papers well before the due date, and to bring in the first couple of pages, with notes (and perhaps an outline of the rest of the paper) during my office hours. I will be able to give feedback on whether or not you are on the right track, and alert you as to whether or not you have obvious writing problems that need to be corrected before you hand in the final paper.

8. **What About the Use of Internet Sources?**

The Civil War is thriving upon the Internet. If you do not know how to initiate a history search on the Internet, you might want to consult the section called "History on the World Wide Web" in the book *The History Student Writer's Manual* mentioned above (pp. 145-53). Other useful guides are the paperback *History on the Internet*, Andrew McMichael, *History on the Web: Using and Evaluating the Internet*, Dennis A. Trinkle and Scott A. Merriman, *The American History Highway: A 21st-Century Guide to Internet Resources*. Many history textbooks have taken to including internet bibliographies. Gary B. Nash's and Julie Roy Jeffrey's *The American People: Creating a Nation and a Society* (Longman), for instance, has a section entitled "Suggested Web Sites" at the end of each chapter. Terry L. Jones's new book, *The American Civil War* (Boston: McGraw Hill 2010) lists a number of reliable internet sites on p. 696. A

specific guide to Civil War internet sources is Alice E. Carter and Richard Jensen, ed., *The Civil War on the Web: A Guide to the Very Best Sites—Completely Revised and Updated*.

Obviously, some sites on the Web are infinitely more reputable than others. I trust most sites that post scanned texts. There is always the possibility of fraud or careless error if material is re-formatted. One of my favorite sites is a Cornell University collection: http://cdl.library.cornell.edu/moa/moa_search.html (this is a digital library including the full searchable texts of nineteenth century magazines spanning the Civil War-Reconstruction era like *Harper's New Monthly Magazine*). Undoubtedly the most important site for this course is related to the one just mentioned: http://cdl.library.cornell.edu/moa/moa_browse.html. This site has the full, searchable text of the most important collections of Civil War documents ever compiled—the U.S. government's *Official Records of the Union and Confederate Navies in the War of the Rebellion* (1894-1922) and its *The War of the Rebellion: a Compilation of the Official Records of the Union and Confederate Armies* (1880-1901). A second searchable version of the *Official Records* is at <http://www.ehistory.com>. Another invaluable site comes from the Library of Congress: <http://memory.loc.gov>. It has all sorts of original documents on-line, including the fully searchable collection of Abraham Lincoln Papers held at that repository. Similarly, the Library of Congress also makes available online *The Frederick Douglass Papers at the Library of Congress*. See <http://memory.loc.gov/ammem/amlaw/lawhome.html> for *The Journals of the Confederate Congress*. The University of Georgia Libraries have posted on line a soldier's diary and other Civil War materials (<http://historymatters.gmu.edu/search..php?function=find&Keyword=&top1861=1>) At <http://www.ehistory.com>, which advertises itself as “Your Premiere Civil War Resource,” there are letters, diaries, and other original materials. Keep in mind that virtually anyone can post an article or essay on the internet, and except for a few refereed sites there are relatively few controls over such articles. Articles in reputable history journals (e.g. *Civil War History*) are reviewed by experts before they are published. The overwhelming proportion of history articles on the Internet are not verified for accuracy or even edited for style. However, some leading journals are now available in searchable full text on-line. Obviously, they are acceptable, because the postings are virtually the same as the original (in some cases even better...the *American Historical Review* has even posted some interactive articles). You can access such journals through the indices listed in the library's computer catalogue. Ask the reference librarians at the HSSE Library for assistance if you do not know how to find these indices.

Should you use Internet material in your paper, you must cite it according to the form demanded in one of the standard style manuals. I must be able to check out your sources, and this depends upon careful citation. Having said this, let me add that I insist that students also use the HSSE library in their research. Papers drawn exclusively or even primarily from non-book, non-scholarly article Internet sources (e.g. blogs) will likely receive low or mediocre grades. You should think of the Internet as a way of supplementing your research, rather than as your only tool.

AWARDS: Every spring semester, the English Department gives the "Kneale Award in History" to a term paper from a previous Purdue history course, as part of the Literary Awards Competition. I have had winners before from this course, and I would encourage you, especially if I give your paper a high grade (B+ or over), to consider trying to win this award. The award includes a monetary stipend, conveys considerable prestige on the campus, and of course would enhance your résumé. To find out the submission rules: (1) go to the web site for the Purdue University Department of English; (2) click on literary awards. Or, inquire at the main office of the Department of English in Heavilon Hall. Papers will be due in the English Department in either January or February 2013. This will give you time to use any suggestions I write on your papers when grading them to improve the papers prior to submission. But find out the deadline before you leave for winter break. The English Department does not accept late submissions.

PART V: MAKEUP POLICY

Makeup exams will be given for students who are absent for quizzes or either the mid-term exam or the final. They are designed to be *more difficult* than the original exam or quiz, to discourage unnecessary absences on the initial exam/quiz date.

Should you miss one of the two *exams*, you **MUST** contact me within three days, as only one makeup will be scheduled, and you will need to know the time and place. If you cannot find me in my office after missing an exam, it is your duty to contact me at the very next class period or at my home (743-4078). You can also leave a message for me with the departmental secretary (44132) but it would be preferable for you to contact me immediately.

Makeups for any missed *quizzes* will be taken at the time of the final examination.

PART VI: OFFICE HOURS

(Room 25 Basement, University Hall; mayr@purdue.edu)

Tuesday: Noon-12:45
Thursday: 4:30-5:15
and by appointment

(I may also hold some office hours on Wednesdays. If I do, I will announce them in class)

PART VII: A BRIEF WORD ON BIBLIOGRAPHY

There is no way to guide you to the many thousands of books on the Civil War and Reconstruction in a course syllabus. But textbooks and other broad studies often provide a guide, in their notes and bibliographies, to narrower topics. Some excellent, broad studies are: (1) J. G. Randall and David Donald, *The Civil War and Reconstruction*; (2) James M. McPherson, *Ordeal by Fire: The Civil War and Reconstruction*; (3) Peter J. Parish, *The American Civil War*; (4) Eric Foner, *Reconstruction: America's Unfinished Revolution*; (5) Philip Shaw Paludan, "A People's Contest": *The Union and Civil War*; (6) Allan Nevins, *The War for the Union*; (7) Emory M. Thomas, *The Confederate Nation*; (8) George C. Rable, *The Confederate Republic*; (9) Anne Sarah Rubin, *A Shattered Nation*:

The Rise and Fall of the Confederacy, 1861-1868; (10) Michael Fellman, Lesley J. Gordon, and Daniel E. Sutherland, *This Terrible War: The Civil War and its Aftermath*; (11) William C. Davis, *Look Away! A History of the Confederate States of America*; (12) Terry L. Jones, *The American Civil War*. McPherson's *Battle Cry of Freedom* won a Pulitzer Prize. For narrative treatments of Civil War battles and campaigns, see the works of Shelby Foote and Bruce Catton. For more recent overviews of the war, see Russell F. Weigley, *A Great Civil War: A Military and Political History*, Herman Hattaway, *Shades of Blue and Gray*, and David F. Eicher, *The Longest Night: A Military History of the Civil War*. Two very provocative overviews of Civil War strategy are Richard E. Beringer, Herman Hattaway, Archer Jones, and William N. Still, Jr., *Why the South Lost the Civil War* and Herman Hattaway and Archer Jones, *How the North Won: A Military History of the Civil War*. For Civil War tactics see Paddy Griffith, *Battle Tactics of the Civil War*. John Hope Franklin's *From Slavery to Freedom* provides an overview and bibliography for the African American role in the Civil War. For Lincoln, I recommend David Herbert Donald, *Lincoln* and Philip Shaw Paludan, *The Presidency of Abraham Lincoln*; and two immense biographies: Ronald C. White Jr., *A. Lincoln: A Biography* and Michael Burlingame, *Abraham Lincoln: A Life* (2 volumes and almost 2000 pages!). One of the greatest books I have ever read, however, though more focused, is Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*. For Jefferson Davis, see William C. Davis, *Jefferson Davis: The Man and His Hour, A Biography*; William J. Cooper Jr., *Jefferson Davis, American*. New studies on the Confederacy include Anne Sarah Rubin, *A Shattered Nation: The Rise and Fall of the Confederacy, 1861-1868* and Paul D. Escott, *The Confederacy: The Slaveholders' Failed Venture*. There are many reference tools on the Civil War and Reconstruction. For instance, Simon and Schuster has recently published a multi-volume *Encyclopedia of the Confederacy*. Even more impressive is David S. Heidler and Jeanne T. Heidler, eds., *Encyclopedia of the American Civil War*, a five-volume treatment published by ABC-CLIO (also available as an e-book: www.abc-clio.com). A standard reference work is Mark Boatner, *The Civil War Dictionary*. See also Lacy Ford, ed., *A Companion to the Civil War and Reconstruction*; Steven E. Woodworth and Robin Higham, eds., *The American Civil War: A Handbook of Literature and Research* and Hugh Tulloch, *The Routledge Companion to the American Civil War Era*. Ford's book includes twenty-three essays covering the historiography of the Civil War and Reconstruction, that is, essays guiding you to what scholars have written on these topics. The Higham book has separate chapters about what has been written about some forty Civil War and Reconstruction subjects (e.g. slavery, the war on inland rivers, Confederate naval officers, prison camps, veterans' organizations). James M. McPherson and William J. Cooper Jr., eds., *Writing the Civil War: The Quest to Understand* similarly is a great way to locate titles on a wealth of topics. Its chapters, written by various scholars, cover for instance battle tactics, northern political affairs during the war, constitutional issues that the war raised, and the Confederate economy. Two other works along these lines are: David J. Eicher, *The Civil War in Books: An Analytical Bibliography*; David A. Lincove, *Reconstruction in the United States: An Annotated Bibliography*. Civil War reference works keep emerging from the presses. Recent examples include John T. Hubbell and James W. Geary, ed., *Biographical Dictionary of the Union: Northern Leaders of the Civil War*, James M. McPherson, *Encyclopedia of Civil War Biographies* (3 vols.), Terry L. Jones, *Historical Dictionary of the Civil War*; Jay Robert Nash, *Encyclopedia of Civil War Battles*. See Theresa McDevitt's recent *Women and the American Civil War: An Annotated Bibliography* and Judith E. Harper, *Women During the Civil War* for correctives to the traditional emphasis on male subjects in Civil War reference works. A convenient collection of Civil War maps is Aaron Sheehan-Dean, *Concise Historical Atlas of the U.S. Civil War*. For topics relating to the history of blacks in the Civil War and Reconstruction, it might prove helpful to consult the 2001 work *The Harvard Guide to African-American History*, ed. Leon F. Litwack and Darlene Clark Hine. Richard A. Sauers's *How to Do Civil War Research* promises in its promotional information to guide readers "to both traditional and electronic sources that will aid in almost any Civil War project. Ask the librarians for assistance. Of course, many reference books not specific to the Civil War and Reconstruction can also be of great help, such as Susan B. Carter and others, *Historical Statistics of the United States* (5 vols.), or prior editions.

CIVIL WAR GENEALOGY: Should you decide, after taking this course, to research your own Civil War ancestors, consult Anne S. Lipscomb & Kathleen S. Hutchison, *Tracing Your Civil War Ancestors* or Bertram Hawthorne Groene, *Tracing Your Civil War Ancestor*. There are many other works that might help. For instance, you could look at Harold Holzer, ed., *The Union Preserved: A Guide to Civil War Records in the New York State Archives*. For a \$25 annual fee, you can have unlimited access to the military records of some two million soldiers on the Internet (<http://www.civilwardata.com>)-- P.O.Box 196, Kingston, MA 02364 or e-mail: civilwardata@sprynet.com. Better yet, check out the data base of over 6 million soldiers' names collected from multiple records by the National Park Service: www.itd.nps.gov/cwss/info.htm. See also Val D. Greenwood, *The Researcher's Guide to American Genealogy*. For Civil War battlefield visits, consult David J. Eicher, *Civil War Battlefields: A Touring Guide, Revised Edition*.

PART VIII: POLICY ON TAPING

Taping of class meetings is prohibited. However, exceptions will be made for students who are sight or hearing impaired, or who have learning disabilities. Such students should see me regarding taping arrangements.

PART IX: CAMPUS EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. If such a situation will arise, I will try to contact every student in the course by email, phone, or both. However, you should also feel free to phone my home (743-4078) or email me at mayr@purdue.edu. If you encounter difficulty reaching me, you should contact the Department of History staff at 494-4132. But try to reach me directly before contacting the Department.

