



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HIS 107	American Civil War	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3	None	Fall 2022

Catalog description:

Examines slavery, sectionalism, the meaning of Union, racism, and the triumph of Industrial Capitalism. Assesses these issues from social, cultural, economic, and political perspectives to determine the causes, course, and effects of the American Civil War.

General Education Category:
Not GenEd

Course coordinator:
Dr. Craig R. Coenen, x3533, coenenc@mccc.edu

Required texts & Other materials:

McPherson, James, *Ordeal By Fire: The Civil War and Reconstruction* Fourth Edition, 2008.

Michael Perman, ed., *Major Problems in the Civil War and Reconstruction*, Third Edition, 2010.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
4. to identify major personalities of the American Civil War era. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of the American Civil War era. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of the American Civil War era. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer’s United States history survey courses.

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2. Long-Term Causes: Market Revolution, King Cotton, and Slavery [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Describe the technological advances that led to the Market Revolution
- * Summarize the importance of the Market Revolution to the North
- * Define the Cotton Kingdom and assess its relationship with the North
- * Explain how the Cotton Kingdom’s class structure differed from that of the Market Revolution
- * Analyze how and why slavery came to be the central defining factor in North-South relations
- * Assess the governmental response to the growing sectional differences in the 1820s through early 1840s

3. The Political and Social Crises of the 1850s [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Interpret the reasons why the North developed the notion of a slave power conspiracy
- * Compare and contrast Democrats with Whigs and Republicans
- * Define Manifest Destiny
- * Evaluate how events and actions escalated the sectional crisis in the 1850s
- * Assess the Fugitive Slave Law
- * Analyze the importance of the Underground Railroad
- * Identify the role Bleeding Kansas played in laying a foundation for war

4. The Deepening Crisis to Secession [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Explain how the Dred Scott decision opened new issues over slavery
- * Describe important immediate events that led to war
- * Assess whether or not the Civil War was an “Irrepressible Conflict” or not?
- * Describe the effects of John Brown’s Raid
- * Trace the development
- * Understand the mindset of people in the sections of the nation on the eve of war
- * Assess the meaning of the presidential election of 1860

5. Fort Sumter and Getting Ready for War [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Describe the events leading up to the firing on Fort Sumter
- * Explain the actions taken to enlist support for both sides after the war started
- * Compare and contrast the readiness, advantages, and disadvantages of both the Union and Confederate forces
- * Analyze the importance of the border states
- * Understand the logistical problems facing both sides
- * Assess the early Naval War

6. Summer 1861 and Bull Run [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Describe the impact of guerilla warfare
- * Explain the Anaconda Plan and why Lincoln did not try it
- * Evaluate the economies of both sides
- * Discuss the First Battle of Bull Run
- * Describe the weaponry that both sides used
- * Assess the impact of First Bull Run to the North and South

7. The Western War and the Second Bull Run [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Explain the issues relating to foreign aid and recognition for the Confederacy
- * Describe the problems the Union had in Virginia
- * Assess the impact of the capture of New Orleans by Union forces
- * Discuss the Battle of Shiloh
- * Compare and contrast the leadership of the Union and Confederate armies
- * Analyze the impact of Second Bull Run

8. Northern Politics, Emancipation, Antietam, Fredericksburg, and Chancellorsville [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Analyze Lincoln’s leadership
- * Examine the meaning and importance of the Copperheads
- * Assess the importance of slavery in the war
- * Explain why Lincoln wrote the Emancipation Proclamation
- * Discuss the results and significance of the Battles of Antietam, Fredericksburg, and Chancellorsville
- * Assess the impact that the Emancipation Proclamation had on slavery and the war

9. Summer 1863, Northern Democrats, and Sex in the Civil War [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Describe the events of the summer of 1863 and explain how they were a turning point in the war
- * Understand the ideas of the Democratic Party in the North
- * Address the foreign refusal to take sides in the war
- * Describe the Union Leagues
- * Analyze how sex impacts the ability or inability to fight the war
- * Assess morality during the 1860s

10. African Americans in the Civil War [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Discuss the reasoning that led to the use of African-American soldiers
- * Assess the level of racism and discrimination in the North
- * Describe the plight of the 54th Massachusetts
- * Explain what types of African-American men joined to fight for the Union and why
- * Analyze what African Americans were doing as they were freed by Union soldiers

11. Northern Discontent, Economics, and Women in the Civil War [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Define the draft and the draft riots
- * Discuss the problems with the Confederate government
- * Assess reasons for Northern discontent
- * Describe how the North was changing during the war to reflect the Republicans vision for America
- * Explain the role of women in the Civil War
- * Analyze the serious social and economic problems in the Confederacy

12. Wartime Reconstruction, the Stalemate, and the Impending 1864 Election [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Discuss the Radical Republicans and their agenda
- * Describe the Thirteenth Amendment
- * Analyze Confederate morale
- * Assess Lee's continuing successes despite terrible shortages of men and supplies
- * Explain the reasons for the war changing to a much bloodier and defensive one
- * Compare and contrast the Democratic and Republican parties on the eve of the 1864 election
- * Examine the Peace Talks

13. From Atlanta to Appomattox [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Discuss the realities of Andersonville prison camp
- * Describe the Copperhead Conspiracy
- * Evaluate General Sherman, his taking of Atlanta, and march to the sea
- * Compare and contrast northern and southern prisoner of war camps
- * Address the dire conditions of the Confederacy and its soldiers during the 1864 winter
- * Analyze the spring campaign and subsequent surrender at Appomattox Court House

14. Reconstruction, 1865-1870 [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Discuss the assassination of Lincoln and what it meant to the nation
- * Describe the policies of Present Johnson

- * Evaluate Southern behavior immediately after the Civil War
- * Compare and contrast presidential and radical reconstruction
- * Analyze the reasons for Impeaching a president
- * Examine the 14th and 15th Amendments and reaction in the North and South

15. Reconstruction to the Compromise of 1877 and Beyond [SLO 1-7]

Learning Objectives: *The student will be able to*

- * Discuss the significance of Freedmen, Scalawags, and Carpetbaggers in the Reconstructed South
- * Examine foreign relations during reconstruction
- * Evaluate the actions of Radical Republicans—were they seeking true reform, power, or simply punishing the South
- * Analyze the new social arrangements in the South as Reconstruction ended.
- * Assess the election of 1876 and its meaning to the nation
- * Understand why the nation retreated from civil rights after 1877

Evaluation of student learning:

Examinations and Required Work. Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents should be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam
- ♦ Exams must include an essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Course content related assessments should comprise at least 50% of graded assignments.