

COURSE OUTLINE

<u>HIS 107</u>	<u>The American Civil War</u>	<u>3</u>
Course Number	Course Title	Credits

<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>15 weeks</u>
Class or Lecture	Laboratory Work hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Length Semester

Not Applicable
Performance on an Examination/Demonstration
 (Placement Score (if applicable); minimum CLEPscore)

Ken Burns' Civil War: Telecourse
Alternate Delivery Methods
 (Online, Telecourses [give title of videos])

Required Materials:

Michael Fellman, et al. *This Terrible War: The Civil War and Its Aftermath*

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

And others at the discretion of the instructor.

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.

Prerequisites: None

Corequisites: None

Latest Review: Fall 2004

Course Coordinator (name, email, phone extension): Craig R. Coenen,
coenenc@mccc.edu, ext. 3533.

Available Resources: (identify library resources relevant to the course, including books, videos, journals, electronic databases, recommended websites.)

Learning Center Resources: (Are there tutors for the discipline? Study groups?)
No tutors or study groups as of now.

Course Objectives: List 5-8 overall objectives for your course. Objectives (or competencies) are statements that describe the specific, measurable knowledge, skills, and values that the student is expected to exhibit after completion of the course.

The student will be able to:

- Use information technologies in acquiring new knowledge and perspective.
- Construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
- Describe major movements, trends, and developments of the American Civil War.
- Discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of the American Civil War.
- Be able to describe and analyze the important role of American Civil War in shaping the United States during the next century.

General Education Objectives: If the course is submitted for Gen Ed approval, the Gen Ed objectives must be listed separately from the course objectives. (Consult the Gen Ed Policy for Gen Ed objective--e.g., Communication skills, Problem-solving and Critical Thinking, Information Literacy skills, etc.)

- Gen Ed Mission:
 - Students will be competent in critical thinking;
 - Students will be immersed in the critical study of what it means to be human;
 - Students read, evaluate, appreciate and write about a wide range of texts and experiences;
 - Students will learn how to integrate their learning into a lifelong process of understanding themselves, others, and the world.
- Communication: Students will communicate effectively in both speech and writing.
 - 4.2. Students will comprehend and evaluate what they read, hear, and see.
 - 4.3. Students will state and evaluate the views and findings of others.
 - 4.4. Students will write and speak clearly and effectively in standard American English.
 - 4.5. Students will logically and persuasively state and support orally or in writing their points of view or findings.

- Critical Thinking and Information Literacy: Students will use critical thinking and problem solving skills in analyzing information gathered through different media [or presented to them by the instructor] and from a variety of sources.
 - 3.2. Students will use appropriate library tools to access information in reference publications, periodicals, bibliographies and databases.
 - 3.5. Students will recognize weaknesses [and bias] in arguments such as the use of false or disputable premises, suppression or contrary evidence, faulty reasoning, and emotional loading.
 - 3.a. Students will distinguish between facts, opinions, and generalizations.
 - 3.b. Students will access and evaluate primary and secondary sources to understand multiple causation
- Historical perspective: Students will analyze historical events and movements in western societies and assess their subsequent significance.
 - 4.2. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.
 - 4.3. Students will show how writers' interpretations of historical events are influenced by their time, culture, and perspective.
 - 4.4. Students will discuss a major idea, movement, invention or discovery, and how it affected the world of American society.
- Diversity and global perspective: Students will analyze the implications of commonalities and differences among culturally diverse peoples
 - 4.5. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.
 - 4.6. Students will recognize the needs and concerns common to culturally diverse peoples.
 - 4.7. Students will recognize contributions made by people from various cultures.
- Ethical dimension:
 - 4.8. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.

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 should, 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 (2) one-hour exams
- A Final Exam
- Exams should include at least a short essay component

Writing Assignments (to access 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 preferable (3), writing assignments
- At least one (1) 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.

Units of Study in Detail**1. Introduction to the course and the Meaning of the Civil War to America**

Learning Objectives: The student will be able to

- Explain the Civil War's deep meaning to American over the past 140 years.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

1. Long-Term Causes: Market Revolution, King Cotton, and Slavery

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

1. The Political and Social Crises of the 1850s

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

1. The Deepening Crisis to Secession

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

1. Fort Sumter and Getting Ready for War

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

1. Summer 1861 and Bull Run

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

1. The Western War and the Second Bull Run

Learning Objections: The students 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

1. **Northern Politics, Emancipation, Antietam, Fredericksburg, and Chancellorsville**

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

1. **Summer 1863, Northern Democrats, and Sex in the Civil War**

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

1. **African Americans in the Civil War**

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

1. **Northern Discontent, Economics, and Women in the Civil War**

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

1. **Wartime Reconstruction, the Stalemate, and the Impending 1864 Election**

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

1. **From Atlanta to Appomattox**

Learning Objectives: The student will be able to

- Discuss the realities of Andersonville prison camp
- Describe the Cooperhead 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

1. **Reconstruction, 1865-1870**

Learning Objectives: The student will be able to

- Discuss the assassination of Lincoln and what it meant to the nation
- Describe the policies of President 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

1. **Reconstruction to the Compromise of 1877 and Beyond**

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