COURSE OUTLINE

HIS 107
Course Number
The American Civil War
Course Title
3 Credits

<table>
<thead>
<tr>
<th>Class or Lecture Hours</th>
<th>Laboratory Work Hours</th>
<th>Clinical or Studio Hours</th>
<th>Practicum, Co-op, Internship</th>
<th>Course Length</th>
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<td>3</td>
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<td>15 weeks</td>
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Not Applicable

Ken Burns’ Civil War: Telecourse

Performance on an Examination/Demonstration
(Placement Score (if applicable); minimum CLEP score)

Alternate Delivery Methods
(Online, Telecourse [give title of videos])

Required Materials:


And/or 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 2012

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

Available Resources: (Identify library resources relevant to the course, including books, videos, journals, electronic databases, recommended websites.)
None.

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:
- to use information technologies in acquiring new knowledge and perspective.
- to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data.
- to describe major movements, trends, and developments of the American Civil War.
- to 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.
- to be able to describe and analyze the important role of the 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 objectives – 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.
  1.1. Students will comprehend and evaluate what they read, hear and see.
  1.2. Students will state and evaluate the views and findings of others.
  1.3. Students will write and speak clearly and effectively in standard American English.
  1.4. 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
  9.1. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.
  9.2. Students will show how writers’ interpretations of historical events are influenced by their time, culture, and perspective.
  9.3. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

- **Diversity and global perspective:** Students will analyze the implications of commonalities and differences among culturally diverse peoples.
  10.1. Students will link cultural practices and perspectives with the geographical and/or historical conditions from which they arose.
10.4. Students will recognize the needs and concerns common to culturally diverse peoples.
10.5. Students will recognize contributions made by people from various cultures.

**Ethical dimension**

4.2. 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 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 preferable three (3), writing assignments
- 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

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf.]

Students who cheat or plagiarize on any assignment in this class will receive a “0” on that assignment which may result in the failure of the course and will be subject to further
disciplinary action as deemed appropriate by MCCC’s Academic Integrity Committee. Cheating and Plagiarizing are the witting or unwitting use of answers to exams or quizzes from any source other than your brain (i.e. cheating with the aid of unauthorized aids), the copying or use of another’s words for a paper or other written assignment, and the paraphrasing, quoting, or use of not generally known ideas and concepts without proper citations of that material.

Units of Study in Detail. [List the units of study according to the general topics or themes by which the course is organized. Units of study are not chapter titles, but should be seen as independent of the selected textbook. For each unit, identify specific learning objectives. These unit learning objectives should stem from the overall course objectives and applicable General Education objectives. Unit learning objectives should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course's effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. The suggested format is advisory; faculty members are free to modify it consistent with these guidelines.]

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.

2. 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

3. 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

4. The Deepening Crisis to Secession
5. 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

6. 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

7. The Western War and the Second Bull Run

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

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

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

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

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

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

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

Learning Objectives: *The student will be able to*
• Discuss the assassination of Lincoln and what it mean 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

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