

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 552

The Civil War: Seminal Event in American History

3 Credit Hours

Length of Course – 16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

This course is a study of the political, economic, cultural, and social aspects of the Civil War as a seminal event in our nation's history. Students explore the causes of the war, how a nation coped with the struggle across multiple dimensions, and how we dealt with the conflict's aftermath. Special emphasis is on the continuing debate that the impact of the Civil War had on both the North and the South.

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Course Scope

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Students will examine the Civil War as a central event in the history of the United States, an event toward which much of previous U.S. history was leading and an event that has shaped much that has followed. Insofar as is possible within the setting of a single graduate course, they will explore the social, economic, cultural, and political (including military) aspects of the Civil War.

Why did the war happen? How might it have been prevented? What factors motivated soldiers and civilians on each side? What political struggles took place within the two rival governments? How did each commander-in-chief seek to accomplish his government's political goals through military action and how effective was he? How did the political goals of the war become more focused as the war progressed? How did the war impact society and culture on the home-front? What did the war accomplish and what did it leave undone? These are among the questions we will seek to address during the course of the semester.

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Course Objectives

After successfully completing this course, you will be able to:

1. Explain the impact and significance of the Civil War within American history.
2. Evaluate the causes of the Civil War.
3. Assess persons, factors, and events that influenced the course of the war.
4. Discern points of contingency at which the war might possibly have taken a different course.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Texts

Guelzo, Allen C. *Lincoln's Emancipation Proclamation*. New York: Simon & Schuster Paperbacks, 2004.

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Woodworth, Steven E. *This Great Struggle: America's Civil War*. New York: Rowman & Littlefield Publishers, Inc., 2011.

Additional Required Readings: (See Course Outline)

OPTIONAL RESOURCES (RECOMMENDED) REFERENCES

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

WEB-BASED READINGS

See the Folders in the Resources Section for additional readings.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

Forums are the crux of the course. It is in the forums that we will debate the various issues of the course, display your understanding of the assigned readings and interact with both myself and your classmates. That's why it's worth 50% of your grade. There is also a 7-9 page report on Presidential powers in wartime due Week 10, a Research Paper Proposal for a topic of your choosing due Week 5, and a 12-15 page paper on that proposal due at the end of Week 16. An explanation of the expectations of forums is a folder in the Resources section of the classroom titled "Forums."

Wartime Powers Report – The Civil War was a unique event in American History on multiple levels. The expansion and scope of executive power by President Abraham Lincoln was certainly one of those events. He made numerous decisions without the consent of Congress and even Lincoln admitted, beyond the scope of his presidential powers. Yet, the determined President said he did what he had to do to preserve the Union. What's your opinion of the various "questionable" executive actions taken by President Lincoln during the war? In a 7-9 page report consider the aforementioned question as well as a general overview of your opinion of government power in time of war. The report is due at the end of Week 10. You may also consider the actions of Jefferson Davis and the Confederate government's assault on civil liberties when formulating your report.

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Forums: You are required to thoughtfully respond to a weekly discussion topic. While the discussion item will normally be drawn from the weekly reading assignments, it may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should be about 300 words in length, while responses to other student’s responses should be about 100 words in length. Developing dialogues with at least two or more of your classmates will be considered in determining your grade (should the numbers of students allow).

Paper Proposal: Prepare a 500-700 word proposal of the subject you would like to do for your research paper. The proposal is to include your thesis, a brief analysis of your supporting arguments, why this particular subject is of interest to you, and a bibliography. It is due at the end of Week 5.

Research Paper: A paper of 12-15 pages, double-spaced, 12 font, is due at the end of Week 16. It is to follow all AMU writing guidelines (available in the Resources section in the classroom).

Plagiarism. A good definition of plagiarism states:

“Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work, but also the lifting of a substantial or essential portion thereof.”

Please Note: in order to detect plagiarism and help students avoid it, everyone will need to submit their Wartime Powers Report, Paper Proposal, and Research Paper not only through Sakai, but also through Turnitin.com. Turnitin.com is a web service to which APUS subscribes that is quite effective at detecting unoriginal work. It can be located at www.turnitin.com. If you have not used Turnitin.com before you will need to register (see “Create Account” on its homepage under the login). Then you will need to register for this class on Turnitin.com, which on this web site has the class identification of “6262767” with a password of “Hist552”. Then you can submit your paper. You do so by clicking on “Submit” under Research Paper and following the directions. The class settings allow students to examine the originality reports for their paper to help everyone avoid inadvertent plagiarism.

	Assignment	POINTS	% of Grade
1.	Forums	100 Points each	50%
2.	Wartime Powers Report	100	15%
3.	Research Paper Proposal	100	5%
			30%

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4.	Research Paper	100	
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Course Outline

WE EK	TOPIC	OBJECTIVES	ACTIVITIES
			Virtual Introduction
#1	Was the Civil War inevitable?	(Course Objective 2	<p>Readings: <i>Woodworth, Ch. 1</i></p> <p>Online Content: Professor David Blight, “Dred Scott, Bleeding Kansas, and the Impending Crisis of the Union, 1855-58.” http://www.youtube.com/watch?v=aVFlkEonxhs&playnext=1&list=PL5DD220D6A1282057</p> <p>Forum #1, Virtual Introduction, Honor Code</p>
#2	The Goals of President Lincoln	Course Objective #3	<p>Readings: <i>Woodworth, Ch. 2</i></p> <p>Online Content: Historian James McPherson on Abraham Lincoln’s Legacy, http://www.youtube.com/watch?v=8s8qB5e3Xul&playnext=1&list=PLAB841D48965F10E4</p> <p>Lincoln’s First Inaugural http://www.youtube.com/watch?v=30le9G8JhXs</p> <p>Forum #2</p>
#3	The Belligerents Face Off	Course Objective #3	<p>Readings: <i>Woodworth, Ch. 3</i></p> <p>Online Content: Professor David Blight, “And the War Came,’ 1861: The Sumter Crisis, Comparative Strategies” http://www.youtube.com/watch?v=mW5tiuRuNm0&feature=PlayList&p=5DD220D6A1282057&playnext_from=PL</p> <p>Forum #3</p>

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#4	Heroes or Traitors?	Course Objective 3 and 4	Readings: Forum #4
#5	The Draft	Course Objective 3 and 4	Readings: <i>Woodworth, p. 118-9, 226-8, 249-50</i> Online Library (Proquest): Tyler Anbinder, <i>"Which Poor Man's Fight? Immigrants and the Federal Conscription of 1863"</i> Adam J. Kawa, <i>"No Draft! Angry Farmers Turn a Wisconsin Town Into a Battlefield When They Riot Against Conscription"</i> John Sacher, <i>"A Very Disagreeable Business' Confederate Conscription in Louisiana"</i> Youtube: "The Devil's Own Work: The Civil War Draft Riots" by Barnet Schecter http://www.youtube.com/watch?v=MHAtdMqdl7o Forum #5 Research Paper Proposal Due by the end of the Week!
#6	Economies at War	Course Objectives 1,2,3,and 4	Online Library (Proquest): Michael Brem Bonner, <i>"Expedient Corporatism and Confederate Political Economy"</i> David G. Surdam, <i>"The Confederate Naval Buildup: Could More Have Been Accomplished"</i> From Google: Roger L. Ransom, <i>"The Economics of the Civil War"</i> Arturo Rivera, <i>"Why the Confederacy Wasn't Ready for War"</i> Youtube: Economic Tools for Understanding the War by Mark Thorton http://www.youtube.com/watch?v=kesHplOD_Qo&feature=relmfu Forum #6
#7	Civil War Diplomacy	Course Objectives 1,3,4	Online Library (Proquest): Charles M. Hubbard, <i>"James Mason, the Confederate Lobby and the Blockade Debate of March 1862"</i> Google: Howard Jones, <i>"Union and Confederate Diplomacy During the Civil War"</i> Steven Siegel, <i>"British Foreign Policy During the American Civil War: January 1860 to September 1862"</i>

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			<p>Online Content: Professor David Blight, "War So Terrible': Why the Union Won and the Confederacy Lost at Home and Abroad" http://www.youtube.com/watch?v=cdkz8BO9gDQ&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL</p> <p>Forum #7</p>
#8	Lincoln and Slavery	Course Objectives 1-4	<p>Readings: <i>Woodworth, Ch. 7</i> <i>From this point forward begin reading the Guelzo book for the rest of the semester.</i></p> <p>Online Library (Proquest): Doris Kearns Goodwin, "My Whole Soul Is In It" Allen C. Guelzo, "Lincoln and the Abolitionists" David Livingstone, "The Emancipation Proclamation, the Declaration of Independence, and the Presidency: Lincoln's Model of Statesmanship" James Percoco, "Lincoln, Race, and Slavery: 1861-1865"</p> <p>Youtube: Lincoln, Slavery, and the Civil War by Eliot Landau http://www.youtube.com/watch?v=032We-tjFnI</p> <p>Allen Guelzo, "Lincoln's Emancipation Proclamation" http://www.youtube.com/watch?v=yWqZoCXRTWE</p> <p>Forum #8</p>
#9	1861	Course Objectives 1-4	<p>Readings: <i>Woodworth, Ch. 4</i></p> <p>Youtube: Gods and Generals, Battle of Bull Run http://www.youtube.com/watch?v=HR70u9KIEks</p> <p>Forum #9</p>
#10	1862	Course Objectives 1-4	<p>Readings: <i>Woodworth Ch. 5 and 6</i></p> <p>Online Content: Prof. David Blight, "Terrible Swift Sword: The Period of Confederate Ascendancy, 1861-1862" http://www.youtube.com/watch?v=QYMzSW7BitU&feature=Playlist&p=</p>

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			<p>5DD220D6A1282057&playnext_from=PL</p> <p>http://www.youtube.com/watch?v=xXzKdOMlkgE The Peninsula campaign. Lecture by Professor Blight of Yale University</p> <p>http://www.youtube.com/watch?v=0JoZAVFqmM&feature=related Malvern Hill - Historic Carter Farm</p> <p>http://www.youtube.com/watch?v=mjvFBzbwncw The Battle of Fredericksburg</p> <p>http://www.youtube.com/watch?v=y2XZFqbZ5Vc Noted author and historian Frank O'Reilly describes the action at the Slaughter Pen Farm on the Fredericksburg battlefield.</p> <p>http://www.youtube.com/watch?v=xXzKdOMlkgE Yale Lecture on Grant from Henry and Donnelson to Shiloh</p> <p>Forum #10</p> <p>Wartime Powers Report Due</p>
#11	1863	Course Objectives 1-4	<p>Readings: <i>Woodworth, Ch. 8 and 9</i></p> <p>Online Content: Prof. David Blight, "Never Call Retreat: Military and Political Turning Points in 1863" http://www.youtube.com/watch?v=xXzKdOMlkgE&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL</p> <p>http://www.youtube.com/watch?v=Ph8ni6EHnRQ The Battle of Chancellorsville</p> <p>http://www.youtube.com/watch?v=8Jmn2Pvef8I Jackson's Flank Attack with Bob Krick</p> <p>http://www.youtube.com/watch?v=bCLPb_bUjCE&feature=related Remembering Robert E. Lee</p> <p>Forum #11</p>
#12	1864	Course Objectives 1-4	<p>Readings: <i>Woodworth, Ch. 10</i></p> <p>Online Content: Prof. David Blight, "Homefronts and Battlefronts: "Hard War" and the Social Impact of the Civil War"</p>

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			http://www.youtube.com/watch?v=l0eKDsTWPv0&feature=PlayList&p=5DD220D6A1282057&playnext_from=PL http://www.youtube.com/watch?v=fY7KgbYdaCI Wilderness Campaign Lecture by Professor Blight of Yale University Forum #12
#13	Sherman's March	Course Objectives 3 and 4	Readings: <i>Woodworth, Ch. 11</i> Online Content: Sherman's March from the History Channel, Parts 1-5 http://www.youtube.com/watch?v=dX1oBNqrKZc http://www.youtube.com/watch?v=fDyX8qNXdDI&feature=related http://www.youtube.com/watch?v=C8ya4njz8rE&feature=related http://www.youtube.com/watch?v=m6QzlBd7zRo&feature=related http://www.youtube.com/watch?v=j5ZyQag0ZkE&feature=related Forum #13
#14	Lincoln as CinC	Course Objectives 2 and 4	Online Content: James McPherson, Lincoln as Commander in Chief, Part I http://www.youtube.com/watch?v=Xh8XnyQmK4Y James McPherson, Lincoln as Commander in Chief, Part II http://www.youtube.com/watch?v=dcdTkA4NGVw&feature=related Forum #14
#15	Davis as CinC	Course Objectives 2-4	Readings: Online Library (Proquest): William J. Cooper, " <i>Jeff Davis and the Politics of Command</i> " Dwain B. Waldrep, " <i>Piety, Politics, and Southern Culture: J.J.D. Renfro's Lost Cause Ideology</i> " Forum #15
#16			Research Paper Due by the end of the week!

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

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Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

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For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :) , ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

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- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

Located in the Resource Section of the classroom. The folder is titled "Suggested Readings for HIST 552."