

HI 343 The American Civil War: 1854-1865

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	HI 343 The American Civil War: 1854-1865
Semester	Portfolio
Faculty	
Degrees/Certificates	
Daytime Phone	
Other Phone	
E-Mail	
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbook:

- James M. McPherson. *Battle Cry of Freedom* (Oxford History of the United States, 6). ISBN: 0-19-516895-X
- Nicole Etcheson. *Bleeding Kansas: Contested Liberty in the Civil War Era*. ISBN: 0-7006-1287-4
- John Hope Franklin. *The Emancipation Proclamation*. ISBN: 0882959077

Textbooks can be purchased through the [MBS bookstore](#)

Textbooks can be purchased through the [Parkville Bookstore](#)

Additional Resources:

Additional Course Articles

The following can be accessed online through Park's Electronic Database (found at www.park.edu - Quick Links, Library, Electronic Database, ProQuest, student ID and OPEN password):

"Pride and prejudice in the American Civil War." Susan-Mary Grant. [History Today London](#): Sep 1998. Vol. 48, Iss. 9, p. 41-48 (8 pp.)

"The lynching massacre of black and white soldiers at Fort Pillow, Tennessee, April 12, 1864." James D. Lockett. [Western Journal of Black Studies Pullman](#): Summer 1998. Vol. 22, Iss. 2, pp. 84-93 (10 pages.)

"Through white eyes: The 154th New York volunteers and African-Americans in the Civil War." Mark H Dunkelman. [The Journal of Negro History Washington](#): Summer 2000. Vol. 85, Iss. 3, p. 96-111 (16 pp.)

"High expectations: African Americans in Civil War Kentucky." Scott J Lucas. Negro History Bulletin Washington: Jan-Dec 2001. Vol. 64, Iss. 1-4, p. 19-22 (4 pp.)

"Circumventing the Dred Scott Decision: Edward Bates, Salmon P. Chase, and the Citizenship of African Americans." James P. McClure, Leigh Johnsen, Michael Vanderlan. Civil War History Kent: Dec 1997. Vol. 43, Iss. 4, pp 279-309 (31 pages).

"Political atheism: Dred Scott, Roger Brooke Taney, and Orestes A. Brownson." Patrick W Carey. The Catholic Historical Review Washington: Apr 2002. Vol. 88, Iss. 2, p. VI-229 (25 pp.)

"Race and Citizenship." Foner, Eric. Socialism and Democracy: Winter - Spring 2003 New York: Mar 31, 2003. Vol. 17, Iss. 1, p. 161

"The Political Economy of Blackness: Citizenship, Corporations, and Race in Dred Scott." Austin Allen. Civil War History Kent: Sep 2004. Vol. 50, Iss. 3, p. 229-260 (32 pp.)

"The Emancipation Proclamation, Confederate Expectations, and the Price of Southern Bank Notes." Gary Pecquet, George Davis, Bryce Kanago. Southern Economic Journal Stillwater: Jan 2004. Vol. 70, Iss. 3, p. 616-630 (15 pp.)

"The emancipation proclamation, the declaration of independence, and the presidency: Lincoln's model of statesmanship." David Livingstone. Perspectives on Political Science Washington: Fall 1999. Vol. 28, Iss. 4, p. 203-210 (8 pp.)

"Billy Yank and G. I. Joe: An Exploratory Essay on the Sociopolitical Dimensions of Soldier Motivation." Thomas E. Rodgers. The Journal of Military History Lexington: Jan 2005. Vol. 69, Iss. 1, p. 93-121 (29 pp.)

"Henry David Thoreau's apotheosis of John Brown: A study of nineteenth century rhetorical heroism." Erickson, Paul D. The Southern Communication Journal Memphis: Summer 1996. Vol. 61, Iss. 4, p. 302 (10 pp.)

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance **via email** or at 800-270-4347.

Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.

Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024

Resources for Current Students - A great place to look for all kinds of information <http://www.park.edu/Current/>.

Course Description:

The period between 1854 and 1865 represented bloodshed, turmoil, fear, adventure, jubilation, and excitement. The eleven-year strife that tore the United States apart was based on centuries of political, sectional, social, economic, racial, and military differences. The experiences represented by the Civil War defined American and Americans. This course will study the causes, the conflict, and the consequences of the Civil War.

Core Learning Outcomes:

This will be updated with the most recent Core Learning Outcomes in the system when faculty members create their syllabi.

Core Assessment:

This will be updated with the most recent Core Assessment in the system when faculty members create their syllabi.

[Link to Class Rubric](#)

Class Assessment:**Each student is responsible for completing:**

Weekly Discussions (due every week): 40 points
Book Review (due in week 3): 30 points
Historiographic Essay: Core Assessment (due in week 6): 100 points
Midterm Exam (due in week 4): 130 points
Proctored Final Exam (due in week 8): 100 points
Total Points for Term: 400

NOTE: Use of encyclopedias or Wikipedia in any assignment or discussion will result in loss of points for that assignment or discussion.

Grading:

Weekly Discussions: Discussions are to be thorough and thoughtful and not borrowed material from another source. Tiny amounts of material can be taken from McPherson, the lectures, or the articles (properly documented), but only if necessary to make point. These discussions will be posted in the conference every week, with each discussion worth 5 points, for a total of 40 discussion points for the term, using the following evaluation guidelines: length: minimum of 200 words on the initial discussion (post the word count with your discussion): 1 point; conventions: (grammar/punctuation/spelling): 1 point; content: (answering the question with thought and detail in your own words, with little or no material from the assigned course readings and no borrowed material from any other sources): 1 point. Peer Responses: later in the week, you should read and respond to the discussions of two peers with thoughtful and detailed comments of at least 25 words and not just "good post" or something similar: 1 point each.

Book Review: The book review will assess John Hope Franklin's *The Emancipation Proclamation*, will be due in week 3, and will be worth 30 points. Complete guidelines are provided in the Critical Book Review and sample review attachment to the syllabus.

Core Assessment - Historiographic Essay: The historiographic essay based on the Emancipation Proclamation is the core assessment of the course, is worth 100 points, and is due in week 6. Complete details and the scoring rubric are found in this syllabus. The Historiographic Essay should be submitted as a Word attachment in the dropbox and sent as a Word attachment in an email to the instructor. The paper should be identified as Student Last Name HI343 Historiographic Essay.

Requirement: A historiographical paper is a focused study on a humanistic and/or critical problem or issue. Papers will be evaluated for both content (evidence and argument) and style of presentation. The instructor will identify a particular problem or issue, and the student will access the secondary literature (writings) on this problem. Students need to extrapolate arguments from the various writers that prove relevant to the problem or issue of the review. Beginning the writing process early is critical. Students need to present their own argument but not stray from the original problem or issue. The review should be typed, double-spaced, font size of 10-12, Times Roman typeset, with citations in proper MLA Style, including a properly formatted Works Cited page (does not count toward the total word count required), a proper MLA Style header, and numbered pages. The paper should include eight sources, and be 1,000 to 1,500 words. The student is held responsible for fully understanding what constitutes plagiarism and Park University's and the instructor's regulations regarding consequences of plagiarism detection and fabrication.

Midterm Exam: The midterm exam will be administered during week 4, will be worth 130 points, and will contain essay items. It will be comprehensive and open book. A missed midterm can only be made up if I receive notice ahead of time that you will miss it.

Miscellaneous oft-asked questions: I do not make provision for extra credit work. Concentration on the course work required should eliminate the need for extra credit. I also do not pre-grade essays or book reviews.

Proctored Exam: The proctored final exam will be comprehensive, will be worth 100 points, and will contain essay items. It will be a two-hour, closed-note, closed-book exam.

Course Grading Scale:

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	< 60%

GRADING PHILOSOPHY: A is exceptional and an uncommon achievement. B is above the average performance of a 1st or 2nd year college student and is earned by exceeding the standard. C is the average expected of a 1st or 2nd year student and is earned by meeting the standard. D is below average and marginally meets the course standard. F is obviously failing to meet the course standard and is usually only given to a student wanting an F.

Late Submission of Course Materials:

All work is due on the due date. If you will miss work and need to submit late (for TDY or emergency), make arrangements ahead of time to submit the work late. Late Historiographical papers will lose 10 points per day late unless prior arrangements have been made.

Classroom Rules of Conduct:

I expect spirited discussion but at the same time civility and decorum. Think before you write, read before you send, and remember that we're all reasonable adults. If someone crosses the line between disputatious learning into personal attacks, I will deal with it.

Course Topic/Dates/Assignments:

Week 1	Antebellum North, South, & the Missouri Compromise
	Reading Assignment: McPherson: Prologue and pages 47-64, 78-90, 117-130, 145-153, 170-189, 202-213, 229-233; Lecture; "The Rise and Fall of American Slavery: A Brief Overview" and "The Missouri Compromise of 1820," both of which are together in the week 1 attachment; the three Dred Scott articles (the McClure, Carey, and Allen articles are listed in the Additional Course Articles section of the syllabus).
	Discussion Assignment: Week 1 discussion and peer response.
Week 2	Sectional Conflict in the U.S.
	Reading Assignment: Etcheson (entire book); Lecture.
	Discussion Assignment: Week 2 discussion and peer response.
Week 3	Emancipation of Slaves
	Reading Assignment: Franklin book (entire book); Lecture; the Livingstone article, the Pecquet article, both of which are listed in the Additional Course Articles section of the syllabus; the Perman article, the Woodward article, and the Donald article, all of which are together in the week 3 attachment.
	Discussion Assignment: Week 3 discussion and peer response.
	<i>Book Review on Franklin book due. See Critical Book Review Guidelines attachment.</i>
Week 4	Secession & Limited War
	Reading Assignment: McPherson: pages 234-246, 276-282, 306-307, 308-321, 331-338; Lecture; the seven John Brown articles (the Erickson article is listed in Additional Course Articles; "The Madness of John Brown," "John Brown's Raid on Harpers Ferry," the Gary Cheatham article, the David Potter article, the David Reynolds article, and the Gunja SenGupta article are attached to the syllabus).
	Discussion Assignment: Week 4 discussion and peer response.
	<i>Midterm Exam: two essays.</i>
Week 5	Shiloh & the Transition to Total War
	Reading assignment: McPherson: pages 392-414, 428-453, 471-489; 490-510, 539-545, 557-567; the Dunkelman article and the Rodgers article listed in Additional Course Articles; "Combat Trauma and the Civil War Soldier" attached to the syllabus; Lecture.

	Discussion Assignment: Week 5 discussion and peer response.
	<i>Historiographic Essay due in week 6.</i>
Week 6	The Battles of Antietam, Vicksburg, & Gettysburg
	Reading assignment: McPherson: chapters 21-24; Lecture.
	Discussion Assignment: Week 6 discussion and peer response.
	<i>Historiographic essay focusing on emancipation as a military necessity is due in the dropbox as a MS Word or rtf attachment. Save your file as HI343_Your last name_HEssay.</i>
Week 7	The Civil War: 1863-1865
	Reading Assignment: McPherson: chapters 25, 26; Lecture; the Lockett article listed in Additional Course Articles.
	Discussion Assignment: Week 7 discussion and peer response.
Week 8	Legacies of the American Civil War
	Reading Assignment: McPherson: chapters 27, 28, and Epilogue; Lecture; "Reconstruction" in Document Sharing, the Foner article, the Grant article, and the Lucas article all listed in Additional Course Articles.
	Discussion Assignment: Week 8 discussion and peer response.
	<i>Proctored Final Exam</i>

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. [Park University 2006-2007 Undergraduate Catalog](#) Page 87-89

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2005-2006 Undergraduate Catalog](#) Page 87

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "W".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

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Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page:

<http://www.park.edu/disability> .

Attachments:

[Civil War week 1 attachment](#)

[Civil War week 3 attachment](#)

[Critical Book Review: Guidelines and Sample](#)

["The Madness of John Brown"](#)

["John Brown's Raid on Harpers Ferry"](#)

[Gary Cheatham article](#)

[David Potter\[1\].doc](#)

[Reynolds, John Brown and Puritanism\[1\].doc](#)

[SenGupta, Christian Abolitionists in Territorial Kansas\[1\].doc](#)

[Combat Trauma and the Civil War Soldier.doc](#)