

**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*

### Department of History and Military Studies

#### HIST 406 CIVIL WAR AND RECONSTRUCTION, 1861-1877

3 Credit Hours

Eight Weeks

**Prerequisite(s): HIST 300 (for HIST and MILH majors)**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses

#### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Description</a>	<a href="#">Grading Scale</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Policies</a>
<a href="#">Course Delivery Method</a>	<a href="#">Academic Services</a>
<a href="#">Course Materials</a>	<a href="#">Weekly Study Question</a>

#### Instructor Information

#### Course Description (Catalog)

“Civil War and Reconstruction, 1861-1877” examines the wartime problems of the Union and Confederacy, as well as the consequences of the war and the postwar efforts to create a new Union. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, military, political, and socio-economic movements that shaped the nation.

[Table of Contents](#)

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## Course Scope

The United States was less than eighty years old when it was forced to face its most demanding test. The four terrible years of civil war created casualty lists that remain a watershed of carnage among American citizens. Historians have spent the last 140+ years trying to comprehend what took place during that eventful period and still lack all the answers. What we do know is that the post-war United States was quite different from our country in the 1850's. Without question the American Civil War has been the seminal event in American History.

There were, in general, four (4) historically recognized measures designed to bring the Southern states back into the Union at the conclusion of the Civil War. They are:

1. Reconstruction Plans of Abraham Lincoln
2. Reconstruction Plans of Andrew Johnson
3. Reconstruction Plans of Wade and Davis
4. Reconstruction Plans of the Radical Republicans

This course has been designed to examine the interrelationships of these measures and to determine why the Reconstruction Period developed as it did. Pertinent individuals will also be studied in proportion to their perceived and actual influence on Reconstruction events.

[Table of Contents](#)

## Course Objectives

As a result of successfully completing this course, students should be able to:

- (1) Assess the role and influence of the Civil War on civilian life in both North and South.
- (2) Assemble evidence to show the evolving political and military leadership on both sides during the war.
- (3) Evaluate the influence and the involvement of the revolutionary experience of the Civil War on the lives of those who fought it.
- (4) Judge how the Civil War altered the nation's military and political landscape
- (5) Compare the difference between the public perception and historical reality of "1862 – Year of Transition", "1863 - Year of Decision," and "1864 – Year of Determination."
- (6) Describe the influence of the military, economic, social, and political forces that led to the American Civil War.
- (7) Interpret the American Civil War as it relates to the life of the Civil War soldier including his expectations, fears, and joys.

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- (8) Evaluate the historical development of the nation from the secession of South Carolina from the Union to the Compromise of 1877 and identify the major figures in the American experience and explain their significance.
- (9) Assess and describe the major foreign policy goals of the nation from the Lincoln to Hayes administrations, as well as the internal and external forces that influenced American foreign policy during the Civil War and immediate postwar era.
- (10) Interpret the major economic cycles and the causes of economic change, along with the key points in the evolution of American commerce and society, in addition to key the economic organizing principles of mid-Victorian America.
- (11) Judge the major currents of socio-cultural reform and their influence on the process of social change, as well as their role in shaping the nation's politics.

[Table of Contents](#)

### Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You 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 we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you 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.

All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the discussion board postings from the discussion board

**All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.**

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[Table of Contents](#)

## Course Materials

The following textbooks are required reading for this class:

- Foner, Eric. “*Reconstruction: America’s Unfinished Revolution, 1863-1877.*” Harper Perennial Modern Classics, 2002.
- Eicher, David J. “*The Longest Night: A Military History of the Civil War.*” New York: Simon & Schuster, 2001.

**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 footnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

### Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

[Table of Contents](#)

## Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your forum postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial posting of 250 – 300 words (minimum). During each discussion board, your instructor will reply to one of your postings with a question designed to foster your critical thinking skills, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question. Your grade on the forum posting therefore includes your initial answer and replying to your instructor’s follow-up question.

While composing your answer, use proper grammar. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting.

**Forum Responses** are critical to helping you gain a greater comprehension of the topics. As such, you must read ALL the essays posted and respond to at least FIVE (5) postings by your peers and respond to them with a substantial posting of 125 to 150 words. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your

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question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on discussion board participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Discussion Board Posting, grammar is important and your writing must be clear and free of errors.

A **Research Proposal Paper** is the beginning of the writing of your research paper. It is essential that you identify a topic early in the course that interests you think of a topic question that you would like to answer, begin initial research for sources, and draft an outline. You must submit this proposal to the instructor by the end of Week #2 of the class for approval. Without approval, you cannot begin writing your research paper and you cannot wait until the week before the Research Paper is due to submit the proposal. For sources, do not merely write “newspaper, book, internet, journal article.” You must name actual books, journals, articles and websites. Please label your paper as follows: lastnamefirstnameHIST406ResearchProposalPaper (ex. SmithJohnHIST406ResearchProposal).

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress.

*This research paper is a minimum of 3,000 words in length, and you must consult a minimum of five academically credible sources. Bibliographies and citations will be in the [Chicago Manual of Style](#) format.*

The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source by using same-page footnotes (NO ENDNOTES!). If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone’s information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor.

The research paper must include a cover (TITLE) page with your name, course number and title (HIST406 – Civil War and Reconstruction: 1861-1877), instructor’s name, and date. In addition, you will include your alpha-numeric outline from the proposal and use the highlights of your outline as chapter headings. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastnamefirstnameHIST406ResearchPaper (ex. SmithJohnHIST406ResearchPaper).

**Quizzes and Exams** are both assessment tools that APUS uses. Prior to taking any quiz or exam, you need to study for the test by concentrating on the important points covered in the class (those that your instructor pointed out in the weekly objectives for example), combine information from different sources if needed, organize your materials for yourself so that when you are ready to study that you have all your materials together, and spread your study sessions over several periods (do not try to study for the test just hours before you take it). While taking the test, if it is a short answer or essay test, use good English when composing your answers. If it is a multiple choice, true / false, or fill-in-the-blank question, then read the question very carefully and select the best answer.

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all or nothing assignments.

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### Evaluation Procedures & Grade Calculation

	Assignment	Points	% of Grade
1.	Research Paper Proposal	5	5%
2.	Research Paper	15	15%
3.	6 Threaded Discussions @ 5 each	30	30%
4.	Enabling Activity #1	5	5%
5.	Enabling Activity #2	5	5%
6.	Internet Notebook	Extra Credit	Extra Credit
7.	Mid-Term Exam	15	15%
8.	Final Exam	25	25%
9.	Total	100 Points	100%

[Table of Contents](#)

### Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's grading scale.

[Table of Contents](#)

### Course Outline

#### 8 Week Course

WEEK	TOPIC	ACTIVITIES	READINGS	OBJECTIVES
#1	1862 – Year of Transition Valley/Stones River/Fredricksburg	Readings & Introduction Forum	Eicher: Chapters 6-11	Research and evaluate Jackson's Valley Campaign.
#2		Readings,		

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	1863 – Year of Decision Vicksburg/Gettysburg	Research Paper Proposal, Week #2 Forum	Eicher: Chapters 12-17	Interpret the twin defeats of the Confederacy at Vicksburg and Gettysburg.
#3	1864 – Year of Determination “To the Sea”/ Operation Crusher	Readings, Enabling Activity #1, Week #3 Forum	Eicher: Chapters 18-24	Examine and synthesize why the North won the Civil War and why the South lost
#4	The Aftermath of War & Presidential Peacemaking  <u>MID-TERM EXAM</u>	Readings, Mid-Term Exam, Week #4 Forum #3	Eicher: Chapters 25-28 Foner: Introduction Preface Chapters 1-2	Assess the condition of the South at the end of the Civil War, particularly the economic and social revolution caused by the end of slavery.
#5	Reconstruction: Confederate Style & Reconstruction Under Fire	Readings & Week # 5 Forum	Foner: Chapters 3-6	Judge the complex relations among the different elements of southern society: planter-aristocrats, small planters, poor whites, slaves, and free blacks.
#6	New Leaders: Radical South & Counter Reconstruction  Enabling Activity II	Readings, Enabling Activity #2, Week #6 Forum	Foner: Chapters 7-10	Assess the effects of lawlessness in the South to the rise of the KKK.
#7	Economic and Social Reconstruction & The Era Begins to End  Review for Final	Readings, Research Paper, Week #7 Forum	Foner: Chapters 11-12	Compare and contrast Grant’s two terms as president.
#8	The Aftermath of "Redemption" <u>FINAL EXAMINATION</u>	Internet Notebook (optional) & Final Exam	Foner: Epilogue	Critique the notion that Reconstruction (in the South) is still going on.

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[Table of Contents](#)

## 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](#)

## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

## 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. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

## NETIQUETTE



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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.

[Table of Contents](#)

## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

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](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** 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.

[Table of Contents](#)

## Weekly Study Questions

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Weekly study questions are located within the Course Materials section of the course in a Subfolder. You do not have to answer the questions but they are provided to help focus your readings.

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