

Washtenaw Community College Comprehensive Report

HST 220 The Civil War Era, 1845 - 1877 Effective Term: Winter 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: Social Science
Discipline: History
Course Number: 220
Org Number: 11740
Full Course Title: The Civil War Era, 1845 - 1877
Transcript Title: The Civil War Era, 1845-1877
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Three Year Review / Assessment Report
Change Information:
 Consultation with all departments affected by this course is required.
 Outcomes/Assessment
 Objectives/Evaluation
Rationale: Course Review
Proposed Start Semester: Winter 2019

Course Description: In this course, students will explore the causes, conduct and impact of the American Civil War. The course focuses on the political, social, economic, and racial background of the conflict, the conduct of battles and campaigns, the formulation of strategy, the mobilization of the nations' societies and economies, wartime diplomacy and politics, and the numerous issues surrounding Reconstruction. It will assess the impact of the war on the nation's society, political system, and economy.

Course Credit Hours

Variable hours: No
Credits: 3
Lecture Hours: Instructor: 45 **Student:** 45
Lab: Instructor: 0 **Student:** 0
Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45
Repeatable for Credit: NO
Grading Methods: Letter Grades
Audit
Transfer
Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO
MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Michigan State University
University of Michigan
Western Michigan University

Student Learning Outcomes

1. Identify the origins of the American Civil War, and describe how critical events led to the conflict.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

2. Describe and evaluate the evolution of Union and Confederate strategy.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

3. Identify the key figures, both political and military, of the Union and the Confederacy, and evaluate their contributions.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

4. Identify the major economic, political, and diplomatic developments during the war and assess their impact on the conflict's outcome.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

5. Assess and explain the reasons for the war's outcome.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

6. Identify the key events of the Reconstruction Era and assess the era's successes and failures.

Assessment 1

Assessment Tool: Exam
Assessment Date: Winter 2019
Assessment Cycle: Every Three Years
Course section(s)/other population: All
Number students to be assessed: All
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of students assessed will achieve a score of at least 70%
Who will score and analyze the data: Course instructor

Course Objectives

1. Explain how the Whig and Democratic Parties of the 1830s-50s differed from one another, and where each stood on the issue of slavery.
2. Describe how the Missouri Compromise kept slavery out of politics and the circumstances that caused it to no longer be effective.
3. Explain the role played by religion in making the abolition of slavery a national issue.
4. Explain the role played by westward expansion in making slavery a political issue.
5. Explain why the South concluded that secession was its only option after Lincoln's election.
6. Describe the strengths and weaknesses of each side's economy, population, geographic situation and political system.
7. Explain how geography shaped the conduct of the conflict.
8. Trace the campaigns in the East in 1862 and 1863, explaining the reasons for their outcomes.
9. Trace the campaigns in the West in 1862 and 1863, explaining the reasons for their outcomes.
10. Explain the impact that various technological developments, especially the rifled musket, the Minie Ball and rifled artillery, had on the tactical battlefield.
11. Identify the critical political issues encountered by both sides during the conflict and explain their impact on the conduct of the war.
12. Identify the critical diplomatic issues encountered by both sides during the conflict and explain their impact on the conduct of the war.
13. Identify the critical economic issues encountered by both sides during the conflict and explain their

- impact on the conduct of the war.
14. Describe how the war changed the lives of women and children, both North and South.
 15. Describe the circumstances that led Lincoln to decide to emancipate the slaves, and assess the decision's impact on the war's course and outcome.
 16. Trace the campaigns in the East in 1864 and 1865, explaining the reasons for their outcome.
 17. Trace the campaigns in the West in 1864 and 1865, explaining the reasons for their outcome.
 18. Render a well-supported judgment as to why the North won and the South lost the military phase of the Civil War.
 19. Describe and analyze the effectiveness of the manner in which Reconstruction dealt with economic issues in the postwar South.
 20. Describe and analyze the effectiveness of the manner in which Reconstruction dealt with political issues in the postwar South.
 21. Form a well-supported conclusion as to whether or not the Union's decisive military victory was followed by an equally decisive social and political victory.
 22. Explain the reasons for the end of Reconstruction.

New Resources for Course

Course Textbooks/Resources

Textbooks

McPherson, James. *Battle Cry of Freedom: The Civil War Era*, ed. New York: Oxford University Press, 1988, ISBN: 0-19-516895-X.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>David Fitzpatrick</i>	<i>Faculty Preparer</i>	<i>Jul 26, 2018</i>
Department Chair/Area Director: <i>Gregg Heidebrink</i>	<i>Recommend Approval</i>	<i>Aug 14, 2018</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Aug 15, 2018</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Sep 13, 2018</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Sep 14, 2018</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Sep 14, 2018</i>