

HIST133

The Civil War

Credits: 3 “This course will explore the state of affairs existing in the United States leading to the American Civil War. We will focus on the political, cultural, social, economic, military, leadership, and other issues that played a part in starting and conducting the Civil War, and address the causes of the war, how our nation addressed the struggle and the conflict's aftermath. This course will also emphasize the operational contributions and the leadership styles of the key military leaders, along with the evolution of command and control, the experiences of the soldiers, and the civilian reaction to the war. Analysis of selected battles of the war will be addressed as examples of the strategies and tactics involved. This course emphasizes reading, writing, and critical thinking. Prerequisites: Preparing for College Reading II (ENGL 092) and Introductory Writing (ENGL 099) or waiver by placement testing results or Departmental Approval.”

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
<p>By successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Summarize the major events and battles related to the American Civil War. • Identify the major political issues and philosophies that led to the Civil War. • Identify and describe the major figures of the Civil War. • Describe the other significant people, places and events of the American Civil War. • Analyze the political doctrines influencing the rise of 	<p>Actively read the text, and handouts and explore web sites, taking pertinent notes to identify key individuals and events. (R & CT & TS)</p>	<p>Quizzes, Tests, Questions & Answers, Discussion (R & CT & W & OC) Assessment at this level focuses on factual content (e. g., who, what, why, when, & how).</p> <p>Research Papers (R & W & CT & TS)</p>

<p>sectionalism and secession.</p> <ul style="list-style-type: none"> • Explain the changing gender roles of men and women during wartime. • Know the major objectives and criticisms of Abraham Lincoln as president and Commander-in-Chief. • Describe the diplomatic initiatives of the Union and the Confederacy in regard to European involvement in the war. • Study the Emancipation Proclamation and its impact on the outcome of the war and the people involved. • Analyze the advantages of Northern and Southern military forces during wartime. • Examine the debate over reconstruction policies that arose before the war's end. • Compare the Lincoln position in respect to federal property with the Confederate's demands to control Southern ports. • Assess the conditions of Civil War prisons. • Determine the problems confronting the Confederate States of America. • Appraise the behavior and 	<p>Take notes from the lectures to understand the nature and importance of key individuals and events. (CT & W)</p> <p>Use instructor's study guides and publisher's materials and other sources to focus on key material. (R & CT & TS)</p> <p>Study maps to appreciate geographical context in which events occur. (R & CT & TS)</p> <p>Use primary documents, web sites, films, and other sources to broaden knowledge. (R & CT & TS)</p> <p>Do research to gain more knowledge about key individuals and events. (R & CT & TS)</p> <p>Actively read the text, handouts and documents and explore web sites, as above, particularly to focus on strategy development; leaders; and legislation with different viewpoints. (R & CT & TS)</p> <p>Take notes from the lectures, concentrating on broad themes and developments over time. (R & W & CT)</p>	<p>Referenced above</p>
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<p>activities of the African Americans, both free and slave, during the Civil War.</p> <ul style="list-style-type: none"> • Evaluate the medical care provided wounded Union soldiers during the war. 	<p>Use a variety of materials to examine and analyze and government policies aimed at the home-front and medical issues(R & W & CT & TS)</p>	<p>Referenced above</p>
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*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).