

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 History

**HIST405
ANTEBELLUM AMERICA, 1846-1861**

**3 Credit Hours
Length of Course – 8 Weeks**

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

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Weekly Study Question

Instructor Information

Course Description (Catalog)

Antebellum America, 1846-1861 examines the divisive political, social, and economic forces which intensified in the 1840s and culminated in the Civil War. 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, political, and socio-economic movements that shaped the nation.

[Table of Contents](#)

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.

Course Scope

In 1815 there was no "united North" or "self-conscious South." Their differences were not much more than between East and West. Between 1815 and 1860 this had obviously changed. These forty-five years had ushered in a time when problems arising from rapid growth and expansion got into such bad shape that they could not be solved by discussion, tolerance, and compromise.

The most serious difficulty came over slavery, which by the 1820's, had become localized to the South and had gained a new hold with the spread of cotton. As a purely social or moral question, slavery might not have proved a national tragedy. As a sectional issue linked to sectional rivalry and territorial expansion, it proved an "irrepressible conflict."

[Table of Contents](#)

Course Objectives

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

- Assess the historical development of the nation from the outbreak of war with Mexico to the inauguration of Abraham Lincoln and identify the major figures in the American experience and explain their significance.
- Interpret the major foreign policy goals of the nation from the Polk to Buchanan administrations, as well as the internal and external forces that influenced American foreign policy in the antebellum era.
- Identify and describe 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 in the antebellum era.
- Evaluate 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 forums.

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.

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.

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

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.

[Table of Contents](#)

Course Materials

Required Texts:

The following books are required reading for this class:

- Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (Oxford University Press, 1995).
- Michael F. Holt, *The Fate of Their Country: Politicians, Slavery Extension, and the Coming of the Civil War* (Hill and Wang, 2005).
- Steven Mintz, *Moralists and Modernizers: America's Pre-Civil War Reformers* (Johns Hopkins University Press, 1995).

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 same-page footnote attribution. **Do not use parenthetical (APA / MLA) variations or ENDNOTES. 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](#).

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.

[Table of Contents](#)

Evaluation Procedures

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

FORUMS are a critical component of all History and Military History classes. Studies indicate that students who participate in Forums 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 Forum by your instructor with a substantial posting of 250 – 300 words (minimum). 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 Forum posting.

FORUM Responses to Classmates are critical to helping you gain a greater comprehension of the topics. As such, you must read all the postings by your peers and respond to at least three (3) of 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 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 Forum participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Forum posting, grammar is important and your writing must be clear and free of errors.

The **Research Topic:** Please choose a topic in U.S. History between 1846 and 1861 that you would like to focus on during this course. You will submit this topic choice in the assignments area during week one. This topic will form the basis for the Annotated Bibliography AND the article review that you will do for the class.

Annotated Bibliography: Create an annotated bibliography on your research topic. Essentially, this is a comprehensive resource of all good primary and secondary sources related to your research paper topic. For example, if your topic is on the Underground Railroad (for another class, of course, since that topic is too early for this class), you would include sources on the “railroad,” but also sources on slavery and Abolitionism. This is a comprehensive bibliography that you will keep as a resource into the future. Your bibliography should have at least 15 primary sources and 30 secondary sources. Format according to Chicago style and separate your primary and secondary sources into two separate areas. If you are unsure what an annotated bibliography looks like, refer to this site: <http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Article Review: You must choose one academic article on your topic to review during the course. This article should be from a credible history journal, which you can access through the APUS library system. Please message me about your article if you have doubts about it being a credible academic source. This article will also appear as a secondary source on your Annotated Bibliography. The Journal Article Review paper should be at least 5 pages long. These websites will assist you in writing this article review:

https://www.google.com/search?q=reviewing+an+article+for+history&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a#hl=en&sugexp=les%3Bdymh&gs_nf=3&tok=SS4rDeR04_c28fcsbO3hIQ&pq=reviewing%20an%20article%20or%20history&cp=17&gs_id=1bv&xhr=t&q=how+to+review+a+journal+article&pf=p&client=firefox-a&hs=bKe&tbo=d&rls=org.mozilla:en-US%3Aofficial&scient=psy-ab&oq=how+to+review+a+j&gs_l=&pbx=1&bav=on.2.or.r_gc.r_pw.r_cp.r_qf.&fp=d65065a80262fe64&bpcl=38897761&biw=1379&bih=722 and <https://academicskills.anu.edu.au/node/492>.

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.

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 you 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 chances to earn points, not just a few all or nothing assignments.

Evaluation Procedures & Grade Calculation

	Assignment		% of Grade
1.	Annotated Bibliography		15%
2.	6 Forums @ 5 each		30%
3.	Research Topic		5%
4.	Journal Article Review		10%
5.	Mid-Term Exam		15%
6.	Final Exam		25%

[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

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.

WEEK	TOPIC(S)	ACTIVITIES	READINGS	OBJECTIVES
#1	Manifest Destiny	Readings & Introductory Forum (non-graded) Research Topic Proposal	Foner: Intro. & Ch. 1 Holt: Intro. & Ch. 1 Mintz: Intro.	Assess the influence of Manifest Destiny on U.S. territorial acquisitions in the 1840's.
#2	Mexican/American War 1846-1848	Readings, Week #2 Forum	Foner: Chapters 2&3 Holt: Chapter 2 Mintz: Chapter 1	Critique the military strategies and tactics employed by both sides during the Mexican - American War 1846-1848.
#3	Lords of the Loom vs. Lords of the Lash	Readings and Week #3 Forum	Foner: Chapter 4 Holt: Chapter 2 Mintz: Chapter 2	Interpret the differences that arose regarding the extension of slavery into the territories.
#4	The "Peculiar Institution" <u>MID-TERM EXAM</u>	Readings, Mid-Term Exam, Week #4 Forum	Foner: Chapter 5 Holt: Chapter 3 Mintz: Chapter 3	Assemble evidence to show the progression of abolitionism during the period of the 1830's through the 1850's.
#5	"King Cotton" <u>Journal Article Review</u>	Readings, Week #5 Forum, and Journal Article Review	Foner: Chapter 6 Holt: Chapter 3 Mintz: Chapter 4	Examine the economic power of cotton to the Southern states
#6	Compromise of 1850 John Brown's Raid Fugitive Slave Law Abolitionism Dred Scott Decision <u>Annotated Bibliography</u>	Readings, Annotated Bibliography, and Week #6 Forum	Foner: Chapter 7 Holt: Chapter 4 Mintz: Chapter 5	Assess the various measures attempted by both sides (during the period 1820 – 1860) to assuage the slavery issue.
#7	Election of 1860		Foner:	

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.

	Chain-Reaction Secession	Readings, Week #7 Forum	Chapter 8 Holt: Chapter 4 Mintz: Epilogue	Evaluate the differences between North and South in raising funds to finance the war.
#8	Fort Sumter Blockade Anaconda Plan Lincoln vs. Davis West Point Dilemma Early Confederate Success <u>Final Exam</u>	Reading Final Exam	Foner: Chapter 9 Holt: Index Mintz: Index	Evaluate the opening year of the war and identify key military and political leaders.

[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](#)

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

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.

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

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 online 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.

- **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.

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.

- **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

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.
