

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

School of Arts and Humanities

HIST 657

Antebellum America: Prelude to the Civil War

3 Credit Hours

Length of Course – 8 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

See syllabus tab in classroom for instructor information

Course Description

This course is a graduate seminar in antebellum American history. This course will explore, discuss, and evaluate the life, politics, culture, economics, gender, and question of race throughout the various regions of antebellum America, from colonization through the American Civil War. The complex relationship between “red, white, and black” and the crossroads of expansionism, reform movements, and sectionalism will be discussed. Lastly, students will analyze various historical interpretations and historiographical schools within antebellum American history.

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Course Scope

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The focus of antebellum American history is historical research and writing. Students will spend the semester reading selected historical works and writing two research papers. As they are reading, analyzing, and writing, students will examine the historians' craft and the interpretive trends within antebellum American history. Additionally, students will discuss the required course readings as they engage in scholarly discussions of both the historians' craft and the course material. Because of the specialized nature of the course, the focus will be on ideology, culture, and politics, from colonization through the American Civil War.

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Course Objectives

Upon completion of *Antebellum America: Prelude to the Civil War* students will be able to:

- CO-1 Analyze the major issues that divided Americans during the opening five decades of the nineteenth-century.
- CO-2 Explain the major ideas, events and people of Antebellum American history and how they impacted the coming of the American Civil War.
- CO-3 Evaluate the relationship between the various sections of the United States to assess why the Civil War happened.
- CO-4 Critique the differences in historical interpretation as it relates to Civil War causation.
- CO-5 Assess how the nexus of events during the period in America impacted the Atlantic world most specifically and the global community more generally.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments include weekly Forum discussions and written assignments.

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Course Materials

REQUIRED TEXTS

- (1) Freehling, William W. *The Road to Disunion: ...*, Oxford Univ. Press, 1990.
- (2) Holt, Michael F. *The Political Crisis of the 1850s*, New York: W. W. Norton, 1978.
- (3) Levine, Bruce. *Half Slave and Half Free: ...*, New York: Hill and Wang, 2005.

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NOTE: Material from the online library and scholarly databanks will also be brought heavily to bear on the subject matter addressed in each weekly unit.

OPTIONAL RESOURCES (RECOMMENDED) REFERENCES

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*. 6th ed. NY: Longmans, 2007.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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 endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

Forums are the crux of the course. It is in the forums that we will debate the various issues of the course, display your understanding of the assigned readings and interact with both myself and your classmates. That's why it's worth 50% of your grade. There are also two reports, each worth 25% of your final grade. The first paper, about sectional political and economic differences, is due in Week 4 and the second, on the cultural and economic aspects of slavery, is due at the end of Week 8.

Forums: You are required to thoughtfully respond to a weekly discussion topic. While the discussion item will normally be drawn from the weekly reading assignments, it may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class. Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should be about 250 words in length, while responses to other student's responses should be about 100 words in length. Responding to statements from at least three of your classmates will be considered in determining your grade (should the numbers of students allow).

Research Paper # 1: Sectional Economic and Political Differences

The economy developed very differently throughout the United States by the first half of the nineteenth century. Eventually the North and the South would go to war over those differences. How did the economy develop differently in the various sections of the United States before the Civil War? What impact did that have on Americans' views of slavery, tariffs, and states' rights?

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Research Paper # 1 is to be 8-10 pages in length and is due at the end of Week 4.

Research Paper # 2: The Path to War

Provide a brief synopsis of major *events* leading to the Civil War then make and support an argument for the two most important events in the antebellum period that put the nation on the path to conflict. By “events” I do not mean the existence of slavery or anything general along those lines, but rather specific historical events such as the Fugitive Slave Act or John Brown’s Raid, etc.

Research Paper # 2 is to be 8-10 pages in length and is due at the end of Week 8.

	Assignment	POINTS	% of Grade
1.	Forums	100 Points each	50%
2.	Sectional Differences research paper	100	25%
3.	Aspects of Slavery research paper	100	25%

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Course Outline

WEEK	TOPIC	OBJECTIVES	ACTIVITIES
#1	Prologue: America and Slavery	CO-1; CO-2; CO-3; CO-4	Readings: Levine; Freehling; Parkinson Week 1 Forum; Virtual Introduction
#2	The New	CO-1; CO-2; CO-3;	Readings:

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	Nation and the States	CO-4	Freehling; Van Cleve Week 2 Forum
#3	Thomas Jefferson and the U.S. Government; The U.S. Military; The War of 1812	CO-1; CO-2; CO-3; CO-4	Readings: Riley; Stewart Week 3 Forum
#4	The Sectional Economy and the Industrial Revolution	CO-1; CO-2; CO-3; CO-4; CO-5	Readings: Levine; Freehling Week 4 Forum Research Paper # 1 due
#5	The Young Nation and National Growth; Missouri Compromise; Andrew Jackson	CO-1; CO-2; CO-3; CO-4; CO-5	Readings: Levine; Freehling Week 5 Forum
#6	The Mexican War, the Abolition Movement, and Women's Rights	CO-1; CO-2; CO-3; CO-4; CO-5	Readings: Holt; Levine; Freehling Week 6 Forum
#7	Antebellum Controversies	CO-1; CO-2; CO-3; CO-4; CO-5	Readings: Levine; Freehling Week 7 Forum
#8	The Eve of	CO-1; CO-2; CO-3;	Readings:

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	War: The Presidential Election of 1860 and Secession	CO-4; CO-5	Holt; Levine Week 8 Forum Research Paper # 2 due
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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

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

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History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

Endnotes/Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised **superscript**.¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

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.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

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.

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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.

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Online Library

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.

- **Inter Library Loans:** 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.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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