

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, and Political Science

Date: Sept. 14, 2017

Title Of Course Or Degree: HIS 1500: Era of the Civil War, 1828-1877

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree        | <input type="checkbox"/> Change in Degree or Certificate Requirements         |
| <input type="checkbox"/> Closing of Certificate   | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite                           |
| <input type="checkbox"/> New Degree Proposal      | <input type="checkbox"/> Change in Course Designation                         |
| <input type="checkbox"/> New Course               | <input type="checkbox"/> Change in Course Description                         |
| <input type="checkbox"/> New 82 Course            | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour   |
| <input type="checkbox"/> Deletion of Course       | <input type="checkbox"/> Change in Academic Policy                            |
|   | <input checked="" type="checkbox"/> Pathways Submission:                      |
|   | <input type="checkbox"/> Life and Physical Science                            |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                      |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                  |
|   | <input checked="" type="checkbox"/> B. U.S. Experience in its Diversity       |
|   | <input type="checkbox"/> C. Creative Expression                               |
|   | <input type="checkbox"/> D. Individual and Society                            |
|   | <input type="checkbox"/> E. Scientific World                                  |

Other (please describe): \_\_\_\_\_

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

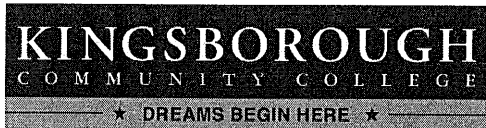
DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 9/14/17 Signature, Committee Chairperson: MacBul

I have reviewed the attached material/proposal

Signature, Department Chairperson: Michael Paul



TO: Fall 2017 Curriculum Committee

FROM: Department of History, Philosophy, and Political Science

DATE: September 14, 2017

RE: HIS 1500: Era of the Civil War, 1828-1877 Pathways submission

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The Department of History is proposing to submit HIS 1500 to the U.S. Experience in its Diversity Pathways Flexible Core area.

**Rationale for Change:**

Adding the course to Pathways will enable students to receive Pathways general education credit for an additional history course. The Department also believes the change will boost enrollment in the course.

# CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

<b>College</b>	Kingsborough Community College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	HIS 15
<b>Course Title</b>	Era of the Civil War 1828 to 1877
<b>Department(s)</b>	History
<b>Discipline</b>	History
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	America from the Age of Jackson to Reconstruction, the growth of a national society, reform movements, the problem of slavery and race, sectionalism and nationalism, the Civil War and the triumph of American capitalism.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course     revision of current course     a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

<p><b>Required Core</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p><b>Flexible Core</b></p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p>
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## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>  |

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze the historical development of one or more non-U.S. societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>   |

## B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Students will assess diverse primary sources and historiographical interpretations in short written assignments and the (minimum) five-page term paper listed on the syllabus. See sample topics.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will critically analyze historical evidence and historiographical arguments in term papers and on final exams. In their term papers, for example, students will assess whether the Republican party was as racist as their Democratic opponents or whether President Andrew Johnson merited impeachment. In their final exam essays, students will determine whether African-American life changed significantly during the Civil War and Reconstruction. Students will also evaluate Reconstruction: was it radical or conservative, a success or a failure.

- Evaluate evidence and arguments critically or analytically.

Students will produce cogent arguments based on primary sources to defend their thesis in term papers.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will learn the fundamental concepts of history by reading their assignments and discussing them in class. They will use the historical method by analyzing primary sources in written assignments and term papers.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

Students will explore both diverse historical and historiographical perspectives in assigned readings and class discussions. In their short written assignments, students will examine American geographic expansion from the standpoint of white Americans, Native Americans, and Mexicans. Also, students will look at slavery from the perspective of northern abolitionists, southern planters, proslavery ideologues, plantation mistresses, house servants, field servants, male slaves, female slaves, runaway slaves, etc. In their final exam essays, students will elaborate and critically evaluate diverse historiographical explanations for the secession of eleven southern states and Confederate defeat in the Civil War (in separate essays).

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Students will analyze the role played by slaves and immigrants in secession, civil war, and Union victory in their final examination. See sample final exam essays.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

- Explain and evaluate the role of the United States in international relations.

- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

## C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.

- Evaluate evidence and arguments critically or analytically.

- Produce well-reasoned written or oral arguments using evidence to support

conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>   |

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>   |



KINGSBOROUGH COMMUNITY COLLEGE

of

The City University of New York

Department of History, Philosophy and Political Science

HISTORY 15: ERA OF THE CIVIL WAR, 1828-1877

3 hours/3 credits

Professor:

Office:

Office Hours:

E-Mail:

COURSE DESCRIPTION

This course covers America from the Age of Jackson through Reconstruction, the growth of a national society, reform movements, the problems of slavery and race, sectionalism and nationalism, the Civil War, and the triumph of American capitalism.

We will explore some of the major themes of this era (e.g., western expansion, democratization, immigration, the industrial revolution, slavery, rising sectionalism, secession, civil war and reconstruction) and analyze their interrelationship.

We will examine events and institutions from different perspectives. For example, we will look at slavery from the standpoint of the planter; the plantation mistress, the small slaveholder, the yeoman, the poor white, the overseer, the slave driver, the field hand, the house servant, the male slave, the female slave, etc.

We will also assess different historiographical interpretations of key events. For example, was secession driven primarily by planters or non-slaveholders, by self-interest or honor?

STUDENT LEARNING OUTCOMES

By taking this course, students will be able to:

- Identify basic ideas and institutions of this period in U.S. history.
- Identify and explain the continuities and changes in these ideas and institutions.
- Gather, interpret, and assess information from a variety of primary and secondary sources.
- Analyze and explain the main themes of this era from different contemporary and historical perspectives.

- Evaluate how U.S. development in this period impacted Native Americans, African-Americans, women and immigrants; and how these groups, in turn, impacted U.S. development.
- Explain and assess U.S. foreign policy in this era.
- Analyze and evaluate how the three branches of the federal government shaped this era.
- Critically evaluate evidence and arguments
- Formulate coherent and cogent evidential arguments

### REQUIRED READING

Eric Foner, Give Me Liberty! Volume One. Seagull Fourth Edition. (Norton)

Gabor S. Boritt, ed. Why the Confederacy Lost (Oxford)

### GRADE REQUIREMENTS

Students will have to regularly attend classes and participate in discussions.

There will be a midterm and a final examination. The former may include multiple choice and short answers. The latter will consist entirely of essay questions. For example, students may be asked to discuss and assess the various historiographical interpretations of why the Union won the Civil War and then offer their own interpretation based on evidence and argument.

Students will also have to submit two written assignments analyzing primary source material before we cover their topic in class. For example, students may be asked to examine northern and southern editorial reaction to the caning of Senator Charles Sumner in 1856 and see what light it sheds on the nature of the sectional rift. The Foner text includes some primary sources, which will be supplemented by hand-outs and the web.

Students must also write a term paper of at least five typewritten pages on a topic the student will select in consultation with and the approval of the instructor. The deadline for submission is the penultimate week of the semester. Term papers should be the student's thoughtful reflection on a controversial subject and be based on both primary and secondary sources. For example, which side was largely responsible for the Mexican War? Or was congressional impeachment of President Andrew Johnson justified?

Percentage breakdown for grades is as follows:

Class Attendance & Participation: 15%

Midterm Exam: 25%

Final Exam: 25%

Assignments: 10%

Term Paper: 25%

## ATTENDANCE POLICY AND CLASS ETIQUETTE

Students will be expected to attend class regularly and punctually. Students who miss more than 15% of class meetings may receive a "WU" grade at the instructor's discretion. Students will be expected to arrive on time and remain for the entire session. Students who are repeatedly or excessively late will be marked absent. All disruptive behavior must be scrupulously avoided. All cell phone use, for instance, is absolutely prohibited. Students who miss the midterm without a documented legitimate excuse will receive a failing grade.

## ACADEMIC INTEGRITY

Please visit the following link:

[http://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/Pages/academic\\_integrity.aspx](http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx)

## ACCESSIBILITY STATEMENT

It is college policy to provide reasonable accommodations to students with disabilities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Access-Ability Services, D-205, (718) 368-5175 as early in the semester as possible. All discussions will remain confidential.

## TOPICAL OUTLINE

WEEK 1: Jacksonian America, Foner, 355-393

WEEK 2: The Old South and Slavery, Foner, 395-429

WEEK 3: The Industrial Revolution and the Age of Reform, Foner, 320-353, 432-464.

WEEK 4: Rising Sectionalism, 1846-1854, Foner, 466-487

WEEK 5: Rising Sectionalism, 1854-1861, Foner, 487-507

WEEK 6: The Civil War - Union and Confederate Resources, Mobilization, Recruitment, Motivation, Training, Organization, Weaponry, and Strategy, Foner, 509-516, Jones in Boritt, 45-51

WEEK 7: The Civil War - Early Campaigns and Battles, 1861-1862, Foner, 516-519, Jones in Boritt, 51-65

WEEK 8: The Civil War - The African American Experience, Foner, 519-528, 543, 546-547, Glathaar in Boritt, 135-162

WEEK 9: The Civil War - The Home Fronts: Society, Economy, Government, and Diplomacy, Foner, 528-543

WEEK 10: The Civil War - Later Campaigns and Battles, 1863-1865 Foner, 543-546, 548-552, Jones in Boritt, 65-77, Mitchell in Boritt, 111-132

WEEK 11: The Civil War - Why the Union Won, Gallagher in Boritt, 81-108, McPherson in Boritt, 17-42. Reconstruction - Early Phases, 1865-1866, Foner, 554-573

TERM PAPER DUE

WEEK 12: Reconstruction, 1867-1877, Foner, 573-590

FINAL EXAM