

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 306	Title: Studies in US History (The Civil War in Global Perspective)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness - H*

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	306	Civil War in Global Perspective	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	Students understand how major global historical developments of the mid-nineteenth century: emancipation, industrialization, the rise of an embryonic international economy, migration, revolutionary nationalism, etc., shaped the U.S. history of the Civil War. Just as important, the course considers how the U.S. history of the Civil War shaped these major global developments.	Modules 1-8 lay out a historical understanding of the Civil War in a global perspective. Students will write three papers; the first considers historical forces related to globalization in the mid-nineteenth century; the second the evolving worldviews of Confederates and Federals during the Civil War; the third the processes of mobilization and emancipation. My videos and the discussion board historically contextualize the two academic monographs and other articles and extracts that the students will critically assess in their posts and essays. Finally, students in groups will undertake single-source analysis of primary sources: accounts by various overseas observers of the Civil War.
2. Explains human development as a sequence of events influenced by a variety of actors.	Students will see how the social, political and economic trends related to the history of the Civil War Era were influenced by events outside the borders of the United States: especially the Industrial Revolution taking off in Britain during the first half of the nineteenth century and the sudden eruption of the 1848 Revolutions across the European continent.	Modules 1-4 of the class will focus on increasing and complicating the role of a variety of actors influencing historical events. The transformative effects of technology, industrialization, and mass migration provide the essential context before the class focuses on the connected transmission of ideas and ideologies reverberating across the Atlantic World. Americans became more conscious of their global role, movements for both self determination and national unification influenced the forces for and against secession while each side depicted what they fought for in universal, global terms even their war aims changed overtime.
3. Disciplined, systematic examination of human institutions as they change over time.	Students will see how the Civil War led to a transformation of the role of government, the military, centralization, and American nationalism, as well as the end of slavery. They will see that the preservation of the Union and the institutions of government had	The historical and institutional ramifications of the Civil War in this era of globalization are especially the focus of modules 6 and 7, which follow the rise of conscription in both the Union and Confederacy undermining local and state institutions. Comparative history will connect these developments with a parallel unification across what would

	<p>global implications with the survival of republican self government. The end of slavery meanwhile redefined the meaning of the revolutionary mission. At the same time, American attitudes to their institutions were shaped by overseas influences including new political ideas brought over by immigrants and the expansion of the global economy.</p>	<p>become Canada, while contrasting these processes with Mexico and Brazil, where local institutions remained, for now, powerful. The shift toward emancipation intensified these centralizing pressures, especially increasing the role of the Presidency. At the same time, Confederates believed they were also fighting for revolutionary ideals of self determination but struggled to reconcile this with a proslavery mission, so evolved toward an economic-expansionist and racial agenda.</p>
<p>4. Relationship among events, ideas, and artifacts in broad social, political, and economic context.</p>	<p>The course as a whole is geared toward broadening the our understanding of the historical, social, political, and economic context of the events of the U.S. Civil War Era.</p>	<p>In module 5, students examine artifacts including cartoons from the 1850s to the end of the war, which chart how overseas observers changed their understanding of the United States and its Civil War. Across the class as a whole the war will be seen as something of a historically-contingent nation-building effort, in which some ideas of what constituted a nation and people were adopted--with American amendments--from European ideologies and examples. At the same time, the western hemisphere was undergoing social, economic and political transformations in this era of globalization and mobilizing and comparing the American experience with those of Canadians, Mexicans, and Brazilians further deepen students' understandings of these relationships.</p>

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CIVIL WAR IN GLOBAL PERSPECTIVE

COURSE INFORMATION

Course Number: HST 306

Credits: 3 Credit Hours

Pre-requisites: Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

This is an online course. You can log into your course via MyASU (<https://my.asu.edu>), or you may go directly to Canvas (<https://canvas.asu.edu>.)

INSTRUCTOR CONTACT

Instructor Name: Adrian Brettle

Office: Coor Hall 4459 Tempe Campus

Phone: (480) 727-6489

E-mail address: adrian.brettle@asu.edu

Office hours:

OVERVIEW

Catalog description: Studies in United States History: Specialized topics in United States history. Explores regions, cultures, and issues in history, and their interpretation in historical scholarship.

Learning Outcomes: At the completion of this course, students will be able to:

- Explain the global significance of the Civil War
- Connect the Civil War with events and developments happening elsewhere around the world
- Critically analyze historical monographs
- Display the analytical and writing skills necessary to bring historical evidence to bear upon the reconstruction of the past

Course Time Commitment: This three-credit course requires approximately 135 hours of work. Please expect to spend **around tbc hours each week** preparing for and actively participating in this course.

MATERIALS NEEDED

REQUIRED TEXTS

- Andre M. Fleche, *The Revolution of 1861: The American Civil War in the Age of Nationalist Conflict* (Chapel Hill: The University of North Carolina Press, 2012) ISBN 9780807835234
- Vitor Izecksohn, *Slavery and War in the Americas: Race, Citizenship, and State Building in the United States and Brazil, 1861-1870* (Charlottesville: University of Virginia Press, 2014) ISBN: 9780813935850

COMPUTER REQUIREMENTS

- Desktop or laptop computer with Internet access, current within the last 5 years (*Note: Canvas does have an app that can be used with mobile devices, but the app is very limited and does not show everything available in the course. Please access Canvas primarily through a desktop or laptop computer.*)

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- Web browser updated to the most recent possible version (*Note: Internet Explorer does **not** work reliably with Canvas. Please use a different browser such as Firefox, Chrome, Safari, or Opera.*)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Audio speakers attached or built-in to the computer
- Word processing software
- (optional but recommended) Citation software, such as Zotero, Mendeley, or End Note. This will make your research and paper-writing experience much easier.
- (note to instructor: if you want to incorporate video assignments into your course, add a webcam, smartphone, and/or other digital video recording device to this list)

INSTRUCTION AND GRADING

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://canvas.asu.edu>. Activities in this course include discussions, presentations, textbook and supplemental readings, individual and group activities, and case scenarios. Students are expected to log in to class daily.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

GRADING PROCEDURE

Grade	Percentage	Point Value
A+	97-100	485-500
A	94-96	470-484
A -	90-93	450-469
B+	87-89	435-449
B	84-86	420-434
B-	80-83	400-419
C+	77-79	385-399
C	70-76	350-384
D	60-69	300-349
E	< 60	<300

Your final grade will be based on the following:

- Discussions 240 points
- Group Exercise 70 points
- Essays 140 points
- Final Video 50 points
- Total 500 points**

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Graded assignments will be available within 48 hours of the due date via the Gradebook. There may be occasional extra credit opportunities provided by the instructor.

TIMELINESS

Students are expected to turn in assignments on time. Grades will be lowered on late papers or assignments by 10% per day except where extensions and incompletes are negotiated with the instructor. Extensions and incompletes will be based on extenuating circumstances beyond the student’s control. If an assignment is to be handed in late, the instructor must be contacted at least 24 hours in advance of the due date for an extension to be negotiated. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities. (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>)

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PLAGIARISM

Students are expected to write assignments in their own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented, and must include the source, year, and page number(s). Material taken from other authors that is paraphrased must also include source information. Plagiarism software will be used to ensure the originality of the students' writings. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade.

ASSIGNMENTS

DISCUSSION BOARDS

There will be a discussion topic each week, to which you are required to respond. For each discussion prompt, you are expected to answer at least one thread, and to respond to at least two threads of other students. Respectful disagreement with other students is allowed; indeed, healthy debate is encouraged. However, disrespectful, inflammatory, judgmental, or rude language will not be tolerated. You must also use proper grammar and spelling. You do not have to adhere to a highly formal tone, but emojis, “text-lish” and other invented spellings are not allowed. The grading rubric for each discussion board will be found on Canvas.

GROUP EXERCISE

You will work with a group of colleagues in the class to put together a presentation (video and PowerPoint) on a view from a significant observer in Europe of the conflict from across the Atlantic. Walter Bagehot the editor of *The Economist*; the author Charles Dickens; revolutionary thinker Karl Marx; aristocrat and future Conservative prime minister Lord Robert Cecil in the *Quarterly Review*; and, finally, the cartoonists of the satirical humorist magazine *Punch* all thought a great deal about the Civil War. With your colleagues and using the Fleche and other readings of the class think about the context of these observations, contrast the attitudes to the war with those of Americans, how European attitudes toward both Federals and Confederates changed over time, and think about how these individuals incorporated the Civil War abroad into their own domestic concerns and agendas. Each team should also conduct a small amount of research on their chosen observer. Further information will be found in the course.

ESSAYS

You will write three essays during this class: a three-page reflection essay, a five-page book review, and a seven-page comparative essay. In the **reflection essay**, taking the topic of globalization both in the mid-nineteenth century and now and connect the Module 1 readings with ways you think this class will help your career, both while at ASU as well in the professional world. The **book review** uses the Fleche book, this paper is not a summary of reading but to assess Fleche’s investigation of a topic you have chosen about the Civil War as a global event and using where possible other books and articles on the subject we have read—especially Beckert and Bender—to support your argument. The **comparative essay** takes Fleche’s and Izecksohn’s treatment of the Civil War as a global event and you will consider their similarities, differences, and significance in relation to the topic you have chosen, again referring where possible to any of the other readings to support your argument. Further descriptions of the papers are located in the course.

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FINAL PROJECT

This assignment will be a simple take-away “elevator presentation” from the class by three minute video or voice thread, in which after reading comments from leading historians on the subject of the Civil War in a global perspective, you simulate a response to a question from a potential employer about why you took this class, what is the most interesting thing you have learnt in the class and why your employer should agree/care about the importance of what you have discovered.

COURSE POLICIES

COMMUNICATING WITH THE INSTRUCTOR

Look for the answer first. This course uses a "Three Before Me" policy for student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer **before** contacting your instructor:

1. Course Syllabus
2. Announcements in Canvas
3. The Q & A Forum

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each others' questions here, too. Your instructor will post answers on the Q & A Forum within 1 business day.

If your question is *specific to your situation* (such as asking about your grades, for example), then you will use the "Email" link to send an email to your instructor personally.

This policy will help you in potentially identifying answers before your instructor can get back to you, and it also helps prevent your instructors from answering similar questions or concerns multiple times.

Announcements and emails from your instructor. Whenever your instructor posts an announcement, Canvas will automatically send you an email. Your instructor may send you a private email message occasionally, as well, concerning specific issues. **ASU e-mail** is the official means of communication among ASU's students, faculty, and staff. **All instructor correspondence will be sent to your ASU e-mail account.** Forwarding emails to and from your ASU to a different account is not recommended. Students are expected to ensure that their ASU e-mail is accessed, read, and acted upon in a regular and timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis.

GRADE APPEALS/GRIEVANCE PROCEDURE

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

STUDENT CONDUCT

Netiquette. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor may delete inappropriate discussion board messages. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of W or E. The Office of Student Rights and Responsibilities accepts

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incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity. ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the ASU Academic Integrity policy (<http://provost.asu.edu/academicintegrity>). Anyone in violation of this policy is subject to sanctions. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. Please refer to university policies regarding these matters and other courses of action that may be taken.

DROP AND ADD DATES/WITHDRAWALS

There is a *limited* timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

ASU AND RELATED PROFESSIONAL POLICIES

Students are responsible for reviewing and complying with all ASU policies, including the following:

- Academic Integrity Policy: <http://provost.asu.edu/academicintegrity/policy>
- Student Code of Conduct: <http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)
- Computer, Internet, and Electronic Communications Policy: <http://www.asu.edu/aad/manuals/acd/acd125.html>
- Accommodations for Religious Practices: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

STUDENT SUCCESS

This is an online course. To be successful:

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified. (Canvas's calendar may be able to help, if you like this format.)
- **Communicate regularly** with your instructor and peers
- **Create a study and/or assignment schedule** to stay on track. This is an online course, and you must be very self-motivated to stay on track and not get behind. As mentioned before, please expect to spend approximately 20 hours a week preparing for and actively participating in this course.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while doing online studying. Treat this with the same respect as you would a face-to-face class environment.

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- **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches in Canvas, while rare, do happen, and it is frustrating to lose hours of work.
- Learn about and use the student resources available to you! You can get free assistance from the ASU Library, IT Support, the Writing Center, and more.
- For additional information, tips, and resources, visit the resources for students learning online at <http://succeedonline.asu.edu/>

SUPPORTS AVAILABLE TO YOU

WRITING CENTER

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Students who use the writing center for help with their papers tend to earn higher grades than those who do not. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>.

ACCESSIBILITY

Every effort has been made to ensure that this online course meets the accessibility standards of Section 504, and the W3 Consortium. Should you require additional support, please contact the Disability Resource Center. It is important to register with them as soon as possible, so there is time to access the services needed.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations (<http://www.asu.edu/aad/manuals/ssm/ssm701-01.html>). Eligibility is based on qualifying disability documentation and assessment of individual need.

The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC):

Website: <http://www.asu.edu/studentaffairs/ed/drc/>

Phone: 480-965-1234 (Voice)

480-965-9000 (TTY)

TECHNICAL SUPPORT

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 855-ASU-5080 (855-278-5080)

Web: links.asu.edu/myasuservice

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

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SYLLABUS DISCLAIMER

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

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ASSIGNMENT SCHEDULE

All assignments are due by **11:59** pm, Arizona time, of the date listed. You are responsible for calculating the time zone difference between Arizona and wherever you live. Note that Arizona does not observe Daylight Savings.

ACTIVITIES/ASSIGNMENTS	POINTS	DUE DATE
Module 1: The Mid-Nineteenth-Century World		
Readings (On Canvas): Peter N. Stearns, <i>Globalization in World History</i> , 90-122; Thomas J. Misa, <i>Leonardo to the Internet: Technology and Culture from the Renaissance to the Present</i> , 97-127; and Adam McKeown, <i>Global Migration, 1846-1940</i> , 155-85	--	--
Discussion Post	20	
Discussion Response	20	
Reflection Essay Outline	5	
Group Project Signup	5	
Module 2: The United States and its Civil War in this World		
Readings: Sven Beckert, <i>Empire of Cotton: A Global History</i> , 242-273 (On Canvas); Thomas Bender, <i>A Nation among Nations, America's Place in World History</i> , 116-81 (On Canvas); Fleche, <i>The Revolution of 1861</i> , introduction, chapters 1 & 2, 1-59	--	--
Discussion Post	20	
Discussion Response	20	
Reflection Essay	25	
Module 3: The Union's World View		
Readings: Fleche, <i>The Revolution of 1861</i> , 60-79, 107-131; Richard Carwardine and Jay Sexton, <i>The Global Lincoln</i> , ix-xi, 4-43 (On Canvas)	--	--
Discussion Post	20	
Discussion Response	20	
Book Review Outline	5	
Group Project Workplan	5	
Module 4: The Confederacy's World View		
Readings: Fleche, <i>The Revolution of 1861</i> , 80-106, 132-57; Robert E. Bonner, "Slavery, Confederate Diplomacy, and the Racist Mission of Henry Hotze," <i>Civil War History</i> , 288-315 (On Canvas)	--	--
Discussion Post	20	
Discussion Response	20	
Book Review	45	
Module 5: The Atlantic World		
Readings (all on Canvas): "The Bearings of Disunion," <i>The Economist</i> , January 12, 1861; Charles Dickens, "American	--	--

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Disunion," <i>All Year Round</i> , December 21, 1861; Karl Marx, "The North American Civil War," <i>Die Presse</i> , October 25, 1861 and "The Civil War in the United States," <i>Die Presse</i> , November 7, 1861; Lord Robert Cecil, "The American Civil War," <i>Quarterly Review</i> , October 1862; Political Cartoons in <i>Punch</i> , 1856-1865.		
Group Project	60	
Module 6: The Hemispheric Conflict		
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The Revolution of 1861

The American Civil War in the Age of Nationalist Conflict

Andre M. Fleche



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Gary W. Gallagher, Peter S. Carmichael,
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STUDIES IN THE CIVIL WAR ERA

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RACE, CITIZENSHIP,
AND STATE BUILDING
IN THE UNITED STATES
AND BRAZIL, 1861-1870

VITOR IZECKSOHN

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