

**Saint Louis Christian College**  
**GHY241 – Civil War I: Conflict, Confederacy and Civil War**  
**Michael Pabarcus - Instructor**  
**Three Semester Hours Credit**

**Fall 2014**

**Monday**

**1:00-4:15 p.m.**

**College Mission Statement**

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

**College Core Values**

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

**Bible Knowledge**— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry

**Christian Character**— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

**Ministry Skills**— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully.

**Christian Worldview**— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing.

**Christian Community**— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

**Course Description**

This course will set forth the major political issues and philosophies that set the stage for the Civil War including the failure of compromise, justification for and against secession, and the goals and policies of the respective governments. An examination of the military strategies of the Union and Confederacy will be presented by studying the major events and battles related to the War Between the States in chronological order from 1861 to Lee's defeat at Gettysburg in July 1863. The course will explore the many perspectives and meanings through a variety of sources, including memoirs, histories (both academic and popular), reenactments, and popular culture. 3 credits.

## Course Rationale

This course contributes in part to student achievement of the following institutional student learning outcomes.

Upon completion of their program of study at Saint Louis Christian College, the graduates will ...

2. Possess a permanent thirst for wisdom. Therefore SLCC promotes academic excellence and seeks to develop in students a desire for personal enrichment and lifelong learning.

## Course Objectives

As a result of his or her study, the student will. . .

1. Identify the major political issues and philosophies that set the stage for the Civil War.
2. Summarize the major events and battles related to the American Civil War.
3. Identify and describe the major figures of the Civil War.
4. Describe the major issues that still exist today as a result of the Civil War.

## Course Requirements

**Participation** - Attendance in class is required. Attendance records will be maintained and factored into the student's participation grade. Students with absences over 7 will be in violation of the College's "25% rule" and accordingly will be administratively withdrawn with a grade of F for the course. Tardies will be noted. Three tardies will be equivalent to an absence. A tardy is defined as arriving up to 20 minutes late for class or leaving 20 minutes early. Arriving more than 20 minutes after the start of class or leaving 20 minutes or more early will be counted as an absence.

Moreover, the student is expected to actively participate in the lectures and course discussion. The instructor will evaluate the student's engagement in classroom activities and factor this into the student's participation grade. Failure to take consistent class notes, sleeping in class, walking out of class for a period of time exceeding five minutes, carrying on private conversations in class or any other forms of inappropriate behavior will negatively affect the student's participation grade.

Participation will be factored as ten percent of the student's grade.

**Examinations** - Major examinations will be given according to the following schedule: Oct. 13, Dec. 9-11 TBD (Comprehensive Final). These examinations will consist of a combination of short answer and essay questions and will cover the materials in the lecture and reading for the designated testing period.

**Reading** - The textbooks for this course are:

McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. New York: Ballantine Books, 1988.

Shaara, Michael. *The Killer Angels*. New York: Ballantine Books, 1974.

The student will be required to read the text as assigned daily by the instructor. The schedule of readings is detailed in the course schedule below. To give evidence that this has been completed the student will

be required to answer questions which will be set forth in the weekly study guide. This study guide will be turned in at the beginning of each class period.

**Field Trips** – The student is expected to participate in course field trips. Among those that will be scheduled are the following.

- Jefferson National Expansion Memorial – The Old Court House.
- Missouri History Museum
- Ulysses S. Grant National Historic Site
- Abraham Lincoln Presidential Museum

**Interpretive Essay** – The student will be required to write an interpretive essay, five to six pages in length on critical issues relating to the Civil War. Among the acceptable topics are the following.

- The Causes of the Civil War in Balance
- Lincoln and Davis: Contrasting Styles of Leadership
- Grant and Lee: Contrasting Styles of Generalship
- The Civil War Behind the Lines of Battle
- The Emancipation Proclamation in Historical Perspective

This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. It must also demonstrate that research has been done in at least ten sources. Papers will be graded in light of the following factors: [1] adequacy of historical summary (30%) [2] depth of reflection on historical significance (30%) [3] depth of research (10%) [4] structure 15%) [5] style (5%) [6] grammar and spelling (5%) [7] format (5%). Due: November 10.

**Gettysburg Address** – The student will be required to memorize the Gettysburg Address and recite it by memory in class on December 8.

## Course Assessment

The student's final grade will be determined according to the following formula.

Participation	10%
Examinations	30%
Reading	20%
Significance Essays	30%
Gettysburg Address	10%

## Course Schedule

August 25 Course Introduction
September 1 Labor Day – No Class
September 8 The Road to Conflict <i>Battle Cry</i> : Prologue–Chapter 2
September 15 The Road to Conflict

<i>Battle Cry: Chapters 3-4</i>
September 22 Bloody Kansas and Dred Scott <i>Battle Cry: Chapters 5-6</i>
September 29 The Election of Abraham Lincoln and Secession <i>Battle Cry: Chapters 7-8</i>
October 6 Prelude to Bloodshed <i>Battle Cry: Chapters 9-10</i> First Interpretive Essay Due
October 13 First Major Examination
October 20 Farewell to the Ninety Days War <i>Battle Cry: Chapters 11-12</i>
October 27 Unconditional Surrender Grant <i>Battle Cry: Chapters 13-14</i>
November 3 Marse Robert <i>Battle Cry: Chapters 15-16</i>
November 10 Antietam and Emancipation <i>Battle Cry: Chapters 17-18</i> Second Interpretive Essay Due
November 17 The Vicksburg Campaign <i>Battle Cry: Chapters 19-20</i> <i>Killer Angels: June 29-July 1, 1863</i>
November 24 Thanksgiving Break – No Class
December 1 Gettysburg! <i>Battle Cry:–Chapter 21</i> <i>Killer Angels: July 2, 1863</i>
December 8 Gettysburg! <i>Killer Angels: July 3, 1863</i>
December 9-11 TBD Final Examination

## Course Student Learning Resources (Select Bibliography)

**Print Resources for Civil War Research** ([http://www.si.edu/encyclopedia\\_si/nmah/civilwar.htm](http://www.si.edu/encyclopedia_si/nmah/civilwar.htm))

Adams, James Truslow. *America's Tragedy*. New York: Charles Scribner's Sons, 1934.

- Barker, Alan. *The Civil War in America*. New York: Doubleday, 1961.
- Catton, Bruce. *The Centennial History of the Civil War*. Garden City, NY: Doubleday, 1962.
- \_\_\_\_\_. *Gettysburg: The Final Fury*. Garden City, NY: Doubleday, 1974.
- \_\_\_\_\_. *Glory Road*. Garden City, NY: Doubleday, 1952.
- \_\_\_\_\_. *Mr. Lincoln's Army*. Garden City, NY: Doubleday, 1962.
- \_\_\_\_\_. *A Stillness at Appomattox*. Garden City, NY: Doubleday, 1953.
- \_\_\_\_\_. *This Hallowed Ground*. Garden City, NY: Doubleday, 1962.
- Coddington, Edwin B. *The Gettysburg Campaign: A Study in Command*. New York: Scribners, 1984.
- Commager, Henry Steele, ed. *The Blue and the Gray: The Story of the Civil War as Told by Participants*. New York: Mentor, 1973 (paperback).
- Davis, William C., ed. *The Images of War, 1861-1865*. Vol. 1, *Shadows of the Storm*. Vol. 2, *The Guns of '62*. Vol. 3, *The Embattled Confederacy*. New York: Doubleday, 1981.
- \_\_\_\_\_. *Brothers in Arms: The Lives and Experiences of the Men Who Fought the Civil War*. New York: Smithmark, 1995.
- Donald, David. *Divided We Fought, 1861-1865*. New York: Macmillan, 1952.
- Draper, John Williams. *History of the American Civil War*. New York: Harper, 1867-1870.
- Dyer, Frederick H. *A Compendium of the War of the Rebellion*. New York: T. Yoseloff, 1959.
- Foote, Shelby. *The Civil War: A Narrative*. Vol. 1, *Fort Sumter to Perryville*. Vol. 2, *Fredericksburg to Meridian*. Vol. 3, *Red River to Appomattox*. New York: Random, 1986.
- \_\_\_\_\_. *Shiloh*. New York: Random, 1991.
- Frassanito, William A. *Gettysburg: A Journey in Time*. New York: Scribners, 1975.
- Freeman, Douglas S. *Lee's Lieutenants: A Study in Command*. 3 vols. New York: Charles Scribner's Sons, 1942-1944.
- Grant, Ulysses S. *Personal Memoirs of U.S. Grant*. 2 vols. New York: Webster & Co., 1885- 1886.
- Hunter, Alexander. *Johnny Reb and Billy Yank*. New York: Smithmark, 1996.
- Johnson, James R. and Alfred Hoyt Bill. *Horseman Blue and Gray*. New York: Oxford University Press, 1960.

- Leckie, Robert. *None Died in Vain*. New York: HarperCollins, 1990.
- Lee, Ulysses. *The Employment of Negro Troops*. Washington, DC: Government Printing Office, 1966.
- Longstreet, James. *From Manassas to Appomattox: Memoirs of the Civil War in America*. Bloomington: Indiana University Press, 1960.
- Miller, Edward Stokes. *Civil War Sea Battles*. Mechanicsburg, PA: Stackpole, 1995.
- Mitchell, Joseph B. *Decisive Battles of the Civil War*. New York: G.P. Putnam, 1955.
- Randall, J.G. and David Donald. *The Divided Union*. Boston: Little, Brown, 1961.
- Roland, Charles P. *The Confederacy*. Chicago: University of Chicago Press, 1960.
- Time-Life. *Battles for Atlanta*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *The Blockade*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *The Bloodiest Day*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Brother Against Brother*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *The Civil War Series*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Confederate Ordeal*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Death in the Trenches*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Decoying the Yanks*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Gettysburg*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *The Killing Ground*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Pursuit to Appomattox*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *The Road to Shiloh*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Sherman's March*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Spies, Scouts and Raiders*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *Tenting Tonight*. Alexandria, VA: Time-Life Books, 1983.
- \_\_\_\_\_. *War on the Mississippi*. Alexandria, VA: Time-Life Books, 1983.
- Tucker, Glenn. *High Tide at Gettysburg*. New York: Smithmark, 1994.

Wiley, Bell Irvin. *The Common Soldier of the Civil War*. New York: Scribners, 1975.

\_\_\_\_\_. *The Life of Billy Yank: The Common Soldier of the Union*. Indianapolis: Bobbs- Merrill, 1952.

\_\_\_\_\_. *The Life of Johnny Reb: The Common Soldier of the Confederacy*. Indianapolis: Bobbs-Merrill, 1943.

Williams, T. Harry. *Lincoln and His Generals*. New York: Alfred A. Knopf, 1952.

### **Internet Sites for Civil War Research** (David Durant <http://www.ipl.org/div/pf/entry/48451>)

- **U.S. Civil War Center**: (<http://www.cwc.lsu.edu/>) This web site, maintained by Louisiana State University, was created for the express purpose of indexing every single internet resource concerning the Civil War. It currently contains links to over 2100 items, including both secondary sources and primary online texts such as newspapers, unit rosters, letters, and other documents, and even Civil War booksellers. USCWC is both browsable by topic and searchable. The essential starting point when looking for Civil War information on the web.
- **The Civil War Archive Files**: (<http://www.civilwararchive.com/files.htm>) A browsable collection of links organized by topic, designed to meet the needs of "historians, educators, reenactors, and the interested public". Contains links to a variety of Civil War resources, but emphasizes military information such as orders of battle, regimental histories, and battle summaries. A good source to turn to if you have a military related question, or if USCWC doesn't have what you need.
- **American Civil War Homepage**: (<http://sunsite.utk.edu/civil-war/>) A browsable index of "hypertext links to the most useful identified electronic files about the American Civil War (1861-1865)". Organized by topic. Contains links to a large number of primary online documents. Another good place to look in addition to USCWC and ACW Information Archive.
- **Yahoo's Index of Civil War Sites** : ([http://dir.yahoo.com/Arts/Humanities/History/U\\_S\\_History/By\\_Time\\_Period/19th\\_Century/Military\\_History/Civil\\_War\\_1861\\_1865\\_/](http://dir.yahoo.com/Arts/Humanities/History/U_S_History/By_Time_Period/19th_Century/Military_History/Civil_War_1861_1865_/)) The main index page for Civil War related sites listed in Yahoo!. A number of different categories are listed, of both historical and commercial interest. A final useful source when looking for Civil War information on the Internet.

## **Course Information**

**Late Policy** - Papers are due during the class period on the day the paper is due. Penalties will be assessed to any papers which are turned in late.

**Missed Examinations** – See the institutional form included in the syllabus.

**Homework Assignments** - All homework assignments must be legible (typed, neatly written, or printed). Your grade will be dropped if your paper is sloppy and not readable. Daily assignments and examinations must be folded lengthwise with the student's name and mailbox number on the outside of the paper.

**Keep All Papers** – It is important that you keep all papers in case a question arises regarding their submission/grade or the accuracy of your final grade.

**Cell Phones** – Cell phones/texting is not permitted during class sessions.

**Computers** – Computers may be used to take notes only. Web surfing during class will result in loss of computer privileges.

**Test Decorum** – Students are not allowed to bring any materials besides a pen or a pencil into the classroom on the day a major examination is administered. No notebooks, coats, backpacks, headphones, etc. are allowed. An ounce of prevention is worth a pound of cure.

**Academic Honesty** - Any cheating or plagiarism will result in a grade of "F" or ZERO being given for the assignment on which it is found.

**Special Academic Circumstances** - Students with a diagnosed learning disability, please see the instructor privately to discuss assessment measures that would enhance your ability to learn.

**Adjustment of Syllabus** - The above schedule, procedures, and assignments are subject to change in the event of extenuating circumstances.

**Instructor Availability** – The instructor is available during his stated office hours listed or may be contacted at the telephone numbers or e-mail addresses listed below.

Michael Pabarcus

Campus Contacts: 1-314-837-6777 (x1501) or [mpabarcus@slcconline.edu](mailto:mpabarcus@slcconline.edu)

Home Contacts: 1-314-541-9343 or [mikeslcc@hotmail.com](mailto:mikeslcc@hotmail.com)

Office Hours	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-8:30 AM		BOT101 OT Survey	BOT321 Proverbs and Wisdom	BOT101 OT Survey	BOT321 Proverbs and Wisdom
8:45-10:00 AM	Faculty/Ministry Team Meetings	Office	Office	Office	Office
10:15-11:30 AM	Faculty/Ministry Team Meetings	Chapel	Good Samaritan Ministries	Office	Chapel
11:30-12:30 PM	Lunch	Lunch	Good Samaritan Ministries	Lunch	Lunch
12:30 - 1:30 PM	GHY241 Civil War (1:00- 4:15)	Office	Office	Office	Office
1:30 – 2:45 PM					
2:45 – 5:00 PM					





## SAINT LOUIS CHRISTIAN COLLEGE TEST MAKEUP FORM

(Please print legibly)

Students apply in the Academic Office for permission to make up a test if prevented at the original time by sickness or emergency. The word “test” refers to midterms, finals, and other tests so identified by the professor including writing or other projects that count as a final exam; it does not include minor periodic quizzes. This form must be filed with the Academic Office within 72 hours of the original test date, accompanied by the stipulated fee. Please note that completion of the form requires approval by the teacher and the Academic Dean. Students who miss a test because of an approved “walk” are exempt from the fee. The test should be made up within one week of the date on which it was administered.

1. **Student Section:** The student requesting the makeup test is to complete this section and is responsible for processing this with **72 hours** of the original test date.

Name \_\_\_\_\_ Phone # \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Original Test Date \_\_\_\_\_

Reason for makeup test:

☐ Sickness: \_\_\_\_\_

☐ Emergency: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approval: ☐ Professor \_\_\_\_\_

☐ Academic Dean \_\_\_\_\_

Fee: ☐ Paid

Form: ☐ Date Received \_\_\_\_\_ By: \_\_\_\_\_

In-Library Test Form on back side of this form

2. **Faculty Section:** The faculty member granting the makeup test is to complete this section. Please do not fill out this side of the form until the front side of this form is completed and signed by the Professor and Academic Dean.

Professor's Name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

.....

Student's Name: \_\_\_\_\_

Date when test is to be completed: \_\_\_\_\_

Amount of time student has for test: \_\_\_\_\_ Hour \_\_\_\_\_ Minutes

Materials student **MAY** use other than pen or pencil: \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

.....

Professor wants to be notified when test is complete by:

☐ E-mail: \_\_\_\_\_

☐ U.S. Mail: \_\_\_\_\_

☐ Telephone: (    ) \_\_\_\_\_ - \_\_\_\_\_

Library Worker Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Address Delivered at the Dedication of the Cemetery at Gettysburg**  
**Abraham Lincoln**  
**November 19, 1863**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

## Interpretive Essay Scoring Guide

	F- 50%	D – 65%	C – 75%	B – 85%	A – 95%
<b>Adequacy of Historical Summary (30%)</b>	The paper provides a reflection on the historical materials relating to the topic chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the historical materials relating to the topic chosen.	The paper provides an accurate but somewhat superficial reflection on the historical materials relating to the topic chosen.	The paper provides an accurate reflection on the historical materials relating to the topic chosen.	The paper provides an insightful and profound reflection on the historical materials relating to the topic chosen.
<b>Adequacy of Reflection on Significance (30%)</b>	The paper provides a reflection on the significance of the topic chosen which contains significant errors.	The paper provides a superficial or somewhat erroneous reflection on the significance of the topic chosen.	The paper provides an accurate but somewhat superficial reflection on the significance of the topic chosen.	The paper provides an accurate reflection on the significance of the topic chosen.	The paper provides an insightful and profound reflection on the significance of the topic chosen.
<b>Depth of Research (10%)</b>	The paper makes use of three or fewer resources.	The paper makes use of five or fewer resources.	The paper makes adequate use of five to ten resources.	The paper makes adequate use of ten or more resources.	The paper makes studied and critical use of ten or more resources.
<b>Structure (15%)</b>	The paper does not follow a logical sequence with smooth transitions.	The paper barely follows a logical sequence with smooth transitions.	The paper partly follows a logical sequence with smooth transitions.	The paper mostly follows a logical sequence with smooth transitions.	The paper clearly follows a logical sequence with smooth transitions.
<b>Style (5%)</b>	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.
<b>Grammar and Spelling (5%)</b>	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling.	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.
<b>Format (5%)</b>	The paper does not demonstrate proper usage of MLA format and documentation.	The paper barely demonstrates proper usage of MLA format and documentation.	The paper partly demonstrates proper usage of MLA format and documentation.	The paper mostly demonstrates proper usage of MLA format and documentation.	The paper clearly demonstrates proper usage of MLA format and documentation.