



Department of History

HTST 460
The U.S. Civil War Era
Fall 2022

Instructor: Dr. Frank Towers

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Class times: Tuesdays and Tuesdays 12:30-1:45 pm

Classroom: ST 126

Course Delivery: In person

Office Hours: Tuesdays, 11 a.m. to 12 p.m., Fridays 1 p.m. – 2 p.m., and by appointment.

Description: Course Description: This course considers major issues in the U.S. Civil War, 1861-65, as well as its origins and the postwar peace.

Learning Outcomes

- * Be able to identify the main terms and themes in the history of the U.S. Civil War era and their change over time.
- * Be able to connect themes in U.S. Civil War history with other historical processes.
- * Be able to explain some of the broad interpretative frameworks of U.S. Civil War history
- * Be able to assess primary and secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Demonstrate improved critical thinking and analytical skills.

Reading Material

Required book: Elizabeth R. Varon, *Armies of Deliverance: A New History of the Civil War*. New York: Oxford University Press, 2019.

Buying books. Our required book is available for purchase at the University of Calgary Bookstore For more information see: <https://www.calgarybookstore.ca>

In addition to the required book, we will read approximately fourteen primary sources and short selections from secondary sources. These readings are available either on the Internet or on our D2L site on the “assigned reading” page. To access documents on the internet simply click the document name listed in the weekly assignments section of the **Schedule of Meetings and Assignments** below.

Grading Policies

All grades are awarded as percentages on the Departmental Grading System (see below) with their corresponding letter included. The final calculation will be based on the numerical score for each assignment summed by weight (see below) and translated into a letter grade for submission to the Registrar. Students are expected to complete all assignments. Deadlines are firm. Two percentage points will be deducted from your grade for every day your paper is late. Requests for extensions should be submitted to the course instructor before the assignment due date. If you are having trouble with an assignment, please contact the instructor in advance. If you think your mark was unfair, please see the instructor.

Details on Method of Assessment

Assessment Method	Weight	Due Date	Delivery
Reading quizzes	25%	Every other week	In class
First take-home exam	25%	Oct. 20	D2L drobox
Second take home exam	25%	Nov.21	D2L dropbox
Reconstruction research product	25%	Dec. 16	D2L dropbox

Details on Method of Assessment

Reading quizzes. 25% of course grade, or 5% each. Quiz time 20 minutes. Administered in class.

Five times during the semester students will take a twenty-minute quiz on the reading assigned over the prior two weeks. Quizzes will consist of 5-10 questions drawn from the reading. The questions test understanding of the main concepts and turning points in the reading. Quizzes do not ask for specific dates, names, and places. The quiz is open book.

First and second take home exams.

Percentage of course grade: 25% for each exam.

Due date: 1st exam, October 10; 2nd exam November 21.

Length: 1,200-2,400 words (roughly 4-8 pages).

Submit on D2L. Upload your exam to the D2L dropbox on the assessments page for HTST 460. The paper may be turned at any time before midnight on the due date.

Requirements: These exams ask students to write an essay on themes related to the course materials presented between specific periods of the course. The first take-home exam covers the causes of the Civil War. In other words, all course material presented between September 5 and October 7. The second take-home covers the conduct of the Civil War. In other words, all course material presented between October 11 and November 18. We will review for the exams in class.

A choice of between 2-4 questions will be distributed one week prior to the due date and students will then use that week to write their answers. The essay MUST use lectured and assigned reading. Students may use resource materials beyond those assigned for the course, but they will not help much, and no extra points will be

awarded for additional research. In other words, a passing mark on the exam requires students to engage with course materials, not circumvent them.

Reconstruction research product, due Dec. 16. Uploaded to HTST 460's D2L dropbox on the assessments page.

Research topics: This assignment analyzes a major issue of Reconstruction, the period of social and political adjustment following the Civil War. Your research will use primary and secondary sources to respond to a question about Reconstruction devised by the instructor. A list of those questions along with a short bibliography of primary and secondary sources for each topic will be distributed no later than September 29.

Possible research product formats: standard research paper, video, podcast with Power Point slides, or another format cleared with instructor in advance. Format lengths are listed below. Submit the research product by uploading it to the D2L assessments dropbox.

No matter how they are presented **all research products should**

- choose a defined topic and research question provided by the instructor
- develop an answer, or thesis, in response to the question.
- use primary and secondary sources to persuade your reader/listener/viewer that your thesis is correct.
- be coherent, logical, and well organized.
- include a final bibliography of the sources you used.

Format length

Paper: 2,100-3,300 words (roughly 7-11 double-spaced pages)

Videos: 20-30 minutes. Videos should include more than simply the presenter talking. Draw on images, film clips, excerpts from public lectures and so on. Any excerpted video or speech does not count toward the total limit. That is, you cannot substitute someone else's video for your own.

Podcast with Power Point slides: Between 10-13 slides and 20-30 minutes of audio explanation. Instead of a podcast, students may include with 1,200-1,800 words of annotation.

Paper style: Research papers must be properly documented according to the format described in [*The History Student's Handbook*](#). In addition, I highly recommend *The Chicago Manual of Style: 17th Ed.* (Chicago: University of Chicago Press, 2017). The U of C library has digital access to the book (simply search the title on the library homepage). For its abridged online citation guide see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Learning Technologies Requirements: There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. (see d2L.ucalgary.ca).

Schedule of meetings and assignments

Date	Topic & Reading	Assignments/Due Dates
Week1, Sept. 6-9	Introduction: The United States in 1846 Assigned reading: The Declaration of Independence ; Preamble to the U.S. Constitution .	
Week 2, Sept. 12-16	Republic & empire: U.S.-Mexican War, 1846-48 Assigned reading: Abraham Lincoln, Lyceum Address , 1838; John L. O'Sullivan, " The Great Nation of Futurity " (1839).	
Week 3, Sept. 19-23	The Compromise of 1850 and American slavery Assigned Reading: Gavin Wright, <i>Slavery and American Economic Development</i> (2006), pp. 48-82, posted on D2L; Fredrick Douglass, " What to the Slave is the Fourth of July? " 1852; Daniel Webster, " The Constitution and the Union ", (1850);	Reading quiz 1, Sept. 22 in class
Week 4, Sept. 26-30	The Emergence of the Republican Party, 1854-58 Assigned reading: James Oakes, <i>The Scorpion's Sting: Antislavery and the Coming of the Civil War</i> (2014), 22-50, posted on D2L. James Henry Hammond, " Speech on the Admission of Kansas . . . 1858 " online at: and William Henry Seward, " The Irrepressible Conflict ," 1858	
Week 5, Oct. 3-7	The Election of 1860 and the Secession Crisis Assigned Reading: Varon, <i>Armies of Deliverance</i> , Introduction; Stephen A. Douglas, " Let the People Rule, 1860 "; Abraham Lincoln, " First inaugural Address, March 4, 1861 "	Reading quiz 2, Oct. 6 in class
Week 6, Oct. 10-14	The Early Civil War, 1861 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 1&2	First take-home exam due Oct. 10. Turn in on D2L.
Week 7, Oct. 17-21	Rising Confederate Fortunes, 1862 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 3&4	

Week 8, Oct. 24-28	A War for Freedom, 1863 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 5&6	Reading quiz 3, Oct. 27 in class
Week 9, Oct. 31- Nov. 4	Total War? 1864 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 7&8	
Nov. 7-11	Term Break, no classes scheduled	
Week 10 Nov. 14-18	Union victory and the problem of making peace, 1865 Assigned reading: Varun, <i>Armies of Deliverance</i> , chapters 9&10	Reading quiz 4, Nov. 17
Week 11, Nov. 21-25	Reunion Under Andrew Johnson, 1865-66 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 11&12 and conclusion	Second take exam due Nov. 21. Submit on D2L.
Week 12, Nov. 28-Dec. 2	Reconstruction ascending, 1867-1872 Assigned reading: Susan B. Anthony, " Declaration of the Rights of Women of the United States, July 4, 1876 " and TBA	
Week 13 Dec. 5-7	Reconstruction defeated, 1873-1877. Assigned reading: TBA	Reading quiz 5, Dec. 6 in class
Reconstruction Research product		Reconstruction research product due, Dec. 16. Turn in on D2L

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance

Percentage	Letter Grade	Grade Point Value	Description
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (i.e., to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers

- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments".

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials".

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

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