



UNIVERSITY OF
CALGARY

Department of History

HTST 460
The U.S. Civil War Era
Winter 2021

Instructor: Dr. Frank Towers

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Office Hours and Method: Fridays 11- 11:50 a.m., via Zoom link posted on D2L.

Course Delivery: Online, hybrid

Originally Scheduled Class Times: Tuesdays and Thursday 9:30-10:45 a.m.

Synchronous Class Times: Students will attend one synchronous—that is live—meeting every **Thursday from 9:30 to 10:20 a.m.** A Link will be posted on D2L before we meet. We will also have two 50 minute lectures delivered asynchronously—that is, available for viewing at the student’s convenience—each week.

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

Learning Outcomes

- * Be able to identify the major 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 secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Demonstrate improved critical thinking and analytical skills.

Required books:

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

Downs, Gregory P. *The Second American Revolution: The Civil War–Era Struggle over Cuba and the Rebirth of the American Republic*. Chapel Hill: University of North Carolina Press, 2019.

Buying books for winter semester. The University of Calgary Bookstore is Open Online To help protect the health and safety of the campus community, the University of Calgary

Bookstore in Mac Hall remains closed to in-person visits until further notice. But the store has adapted many of its programs including a robust offering of online services in support of students. For more information and updated access info: <https://www.calgarybookstore.ca>. Both assigned books are also available digitally from VitalSource (<https://www.vitalsource.com/en-ca/>).

Assessment: All assignments will be submitted electronically via our D2L course page through a specific dropbox link posted under “Assessments.”

Assessment Method	Weight	Due Date
Midterm take home exam	30%	February 22
Paper	35%	March 21
Final take home exam	35%	April 23

Explanation of assignments

Midterm take home exam: the midterm take home exam asks students to write an essay on themes related to the course materials presented from the beginning of the course until Feb. 11. A choice of 2-4 questions will be distributed a full week prior to the due date and students will then use that week to write their answers. The essay must be at least 1,200 words in length and no longer than 2,400 words. Students may use resource materials beyond those assigned for the course but they MUST discuss and engage the assignments for the course as well. In other words, a passing mark on the exam will require students to engage with course materials, not circumvent them.

Paper: Students will write a paper of at least 1,500 words and not longer than 2,700 words from a choice of topics detailed in an assignment that will be distributed not later than January 28. The paper will explore questions related to the history of the US Civil War itself, 1861-5. The paper will mix primary (firsthand) and secondary (after the fact) sources. Each question will include a list of possible sources, but students are encouraged to conduct their own independent research in writing the paper.

Final take home exam: the final take home asks students to write an essay on themes related to the course materials presented from Feb. 22 to April 8. A choice of 2-4 questions (students will write on only one) will be distributed one week prior to the due date and students will then use that week to write their answers. The essay must be at least 1,200 words in length and no longer than 2,400 words. Students may use resource materials beyond those assigned for the course but they MUST discuss and engage the assignments for the course as well. In other words, a passing mark on the exam will require students to engage with course materials, not circumvent them.

Late paper and exam policy: For each day late, the exam or paper will have two points taken off its mark.

Excuses for late work: family emergencies, health problems, and university-related activities may be considered as valid excuses for late work. If you are having trouble with an assignment, please contact me in advance of the deadline.

On-Line Instruction Statement: For this course, instruction will be conducted remotely (that is online). Every week, there will be two 50 minute sessions of asynchronous content posted on D2L. Asynchronous means pre-recorded lectures and videos that students may view at their convenience. Every Thursday at 9:30 a.m. we will have a synchronous meeting for fifty minutes. During that time we will engage in broad discussion of the week's themes, including content from the asynchronous lectures posted earlier in the week and the assigned reading. To succeed in the course, be sure to complete the assigned reading and view the asynchronous material prior to our Thursday meetings.

I am also available to discuss course issues during a weekly, open Zoom session every Friday at 11:00 am until noon. On D2L, I will post a link to the zoom with a passcode at least 30 minutes prior to the session. I am also available to via email, phone, and zoom by appointment. If you'd like to schedule an appointment, please email me to set one up.

Learning Technologies Requirements: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions and office hours: Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule of meetings and assignments

Date	Topic & Reading	Assignments/Due Dates
Week1, Jan. 11-15	Introduction: The United States in 148. Assigned reading: The Declaration of Independence; Preamble to the U.S. Constitution; Frederick Douglas, “What to the Slave Is the Fourth of July?” (1852). All documents posted on D2L.	Synchronous meeting, Thursday, Jan. 14
Week 2, Jan. 18-22	The U.S.-Mexican War, 1846-48 Assigned reading: John L. O’Sullivan, “The Great Nation of Futurity” (1839). Posted on D2L; Abraham Lincoln, “ The War With Mexico ,” 1848.	Synchronous meeting Thursday, Jan. 21
Week 3,	The Compromise of 1850 and American Slavery,	Synchronous meeting

Jan. 25-29	an unstable sectional peace. Assigned Reading: Gavin Wright, <i>Slavery and American Economic Development</i> (2006), pp. 48-82, posted on D2L; Daniel Webster, " The Constitution and the Union ", (1850).	Thursday, Jan. 28
Week 4, Feb. 1-5	The Emergence of the Republican Party, 1854-58 Assigned reading: Michael P. Johnson, et. al., <i>The American Promise</i> (2005), chapter 14, "the House Divided," pp. 475-512, posted on D2L. James Henry Hammond, " Speech on the Admission of Kansas . . . 1858 " online at: and William Henry Seward, " The Irrepressible Conflict ," 1858	Synchronous meeting Thursday, Feb. 4
Week 5, Feb. 8-12	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 (on blackboard and online at) Abraham Lincoln, " First inaugural Address, March 4, 1861 "	Synchronous meeting Thursday, Feb. 11
Feb. 15-19	Reading Week – No Classes	
Week 6, Feb. 22-26	The Early Civil War, 1861 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 1&2	Synchronous meeting Thursday, Feb. 25 Paper due Feb. 22
Week 7, Mar. 1-5	Rising Confederate Fortunes, 1862 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 3&4	Synchronous meeting Thursday, Mar. 4
Week 8, Mar. 8-12	A War for Freedom, 1863 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 5&6	Synchronous meeting Thursday, Mar. 11
Week 9, Mar. 15-19	Total War? 1864 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 7&8	Synchronous meeting Thursday, Mar. 18
Week 10, Mar. 22-26	Union victory and the problem of making peace, 1865 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 9&10	Synchronous meeting Thursday, Mar. 25 Paper due March 21
Week 11, Mar. 29- Apr. 2	Reunion Under Andrew Johnson, 1865-66 Assigned reading: Varon, <i>Armies of Deliverance</i> , chapters 11&12 and conclusion	Synchronous meeting Thursday, Apr. 1
Week 12, Apr. 5-9	Radical Reconstruction, 1867-1872 Assigned reading: Downs: <i>The Second American Revolution</i> , Introduction and ch. 1, Susan B. Anthony, " Declaration of the Rights of Women of	Synchronous meeting Thursday, Apr. 8

	the United States, July 4, 1876”	
Week 13 Apr. 5-9	Reconstruction Defeated, 1873-1877. Assigned reading: Downs, <i>The Second American Revolution</i> , chs. 2,3 and conclusion.	
Week 14, Apr. 12-15	The memory of the Civil War and its legacy Assigned reading: TBA	
Final take home exam		Final take home exam due April 23

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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
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.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take it in your second year.*

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](#).

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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

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](#).

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 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)

Department of History Twitter @ucalgaryhist

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