



UNIVERSITY OF
CALGARY

Department of History

HTST 535-01
The Causes of the U.S. Civil War
Winter 2022

Class Time: Tuesdays, 2:00-4:45 p.m.

Location: SS 639

Instructor: Frank Towers

Office: SS 610

Email: ftowers@ucalgary.ca

Office Hours: Tuesday and Thursday, 11:00-12:00, and by appointment. Office hours may be held online, in which case advance notice will be provided.

Course Description: This seminar considers the causes of the United States Civil War, 1861-1865, and the ways that historians have explained them. It seeks to introduce students to the study of this classic question about U.S. history and to consider the more general problem of historical causation, or why events happen. The seminar combines class discussion of major works on the Civil War's origins with primary research.

Course Outcomes:

- * Be able to identify the major terms and themes in the history of the causes of the U.S. Civil War.
- * Be able to connect themes in Civil War era history with other historical processes.
- * Be able to assess secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Develop independent research skills with primary sources.
- * Demonstrate improved critical thinking and analytical skills, both in regards to verbal discussion and research-based writing.

Required Texts:

Barney, William L. *Rebels In The Making : The Secession Crisis And The Birth Of The Confederacy*. New York: Oxford University Press, 2020.

Oakes, James. *The Scorpion's Sting : Antislavery And The Coming Of The Civil War*. New York: W. W. Norton & Company, 2015.

Varon, Elizabeth R.; *Disunion The Coming Of The American Civil War 1789-1859*.

Chapel Hill University of North Carolina Press, 2010.

Woods, Michael E. *Arguing Until Doomsday : Stephen Douglas, Jefferson Davis, And*

The Struggle For American Democracy. University of North Carolina Press, 2020.

These books are available for purchase at the University Bookstore and other booksellers.

Reading: Keeping up with the assigned reading is essential for earning a passing grade. Refer to the schedule of assignments below for the reading assignments for each week. We will work on developing reading skills in seminar.

Evaluation:		
Assessment Method	Description	Weight
Class Participation	Each week students are expected to participate in seminar discussions of the assigned reading. Good participation consists of consistent, thoughtful comments and questions that relate to the topics of the course, especially the reading assigned for that meeting. In addition, regular attendance is essential for class participation.	20% Weekly
Research paper, first draft	Length: minimum of 1,200 words, maximum 2,000 (normally comes out to 4-8 word-processed, double spaced pages). The first draft of the research paper should <ul style="list-style-type: none"> • identify a research question that relates to U.S. history prior to 1861 and, in some way, addresses the causes of the Civil War. • explain its methods for answering that question. • discuss the sources that will be used for its research. • consider how other scholars have studies this topic. 	25% Feb. 28
Research presentation	On either April 5 or April 12 , each student will present the preliminary findings of their research paper to the class. The presentation should <ul style="list-style-type: none"> • last approximately 10 minutes. • tell the class about your topic, what you found about it, what you think it means, and how your findings relate to main themes of the course. • be well organized so that the information is conveyed effectively and coherently. 	15%
Research paper, final draft.	Length: minimum of 3500 words, maximum 5,000 (usually comes out to 14-20 word-processed, double spaced pages). The final paper should <ul style="list-style-type: none"> • identify a research question that relates to U.S. history prior to 1861 and, in some way, addresses the causes of the 	40% April 19. Submit via D2L.

	<p>Civil War. The paper should also discuss the relevance of research for what other scholars have already done.</p> <ul style="list-style-type: none"> • Advance a clear thesis, or main answer, to that research question • Support that thesis with a sustained investigation of primary and secondary sources. • Be well written, coherent, and effectively organized. 	
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Class schedule:

Date	Topic & Reading	Assignments/Due Dates
Week 1, Jan. 11	Introduction	Reading: "The House Divided, 1846-1861," Ch. 14 of James L. Roark, et al., <i>The American Promise: A History of the United States. 3rd Ed. Vol. 1: To 1877</i> (2005), 475-513.
Week 2, Jan. 18	The Rhetoric of Disunion	Varon, <i>Disunion!</i> , chs. 1-4
Week 3, Jan. 25	Disunion, continued	Varon, <i>Disunion!</i> , chs. 5-9
Week 4, Feb. 1	The Democratic Party, part 1	Woods, <i>Arguing Until Doomsday</i> , 1-110.
Week 5, Feb. 8	The Democratic Party, part 2	Woods, <i>Arguing Until Doomsday</i> , 111-227.
Week 6, Feb. 15	African-American antislavery politics	David Walker, <i>An Appeal to the Colored Citizens of the World</i> (1829); Frederick Douglass, "What to the Slave is the Fourth of July?" 1852. Posted on D2L.
Feb 20 – 26	No Classes – Term Break	
Week 7, Mar. 1	Antislavery politics, continued	Oakes, <i>The Scorpion's Sting</i> , 13-76. First drafts due Feb. 28 , submit through D2L.
Week 8, Mar. 8	<i>Scorpion's Sting</i> , conclusion	Oakes, <i>The Scorpion's Sting</i> , 78-178.
Week 9, Mar. 15	Southern secession, part 1	Barney, <i>Rebels in the Making</i> , 1-105.
Week 10, Mar. 22	Lincoln's election and the secession winter	Barney, <i>Rebels in the Making</i> , 106-191.
Week 11, Mar. 29	The creation of the Confederacy and the start of the war	Barney, <i>Rebels in the Making</i> , 192-317.
Week 12, Apr. 5	Presentations	No assigned reading
Week 13, Apr. 12	Presentations	No assigned reading
April 19		Final research paper due April 19 , submitted via D2L.

Grading Policies: Papers, participation, and presentations will be graded on the points system detailed in the Departmental Grading System below. Points on the

exam correspond to letter grades and when averaged will translate into the final course letter grade.

Late paper policy: Papers turned in after the deadline, which falls at 11:59:59 pm on the date listed, will be lowered 2 points per day. Students may ask for an extension. Grounds for an extension include medical and family emergencies and university-related activities. The instructor may ask for documentation in these cases.

Extension requests based on work for other courses (other papers or exams due at the same time for other instructors) **will not be granted**. The dates for the exams have been made known from the start of the term. It is your responsibility to plan in advance.

Learning Technology Requirement: Class will be conducted in person. We will use the Desire2Learn (D2L) software, licensed to the University of Calgary to submit papers, find lecture notes, access supplementary reading, and generally to stay up to date on course activities. Students can access D2L through the MyUofC online portal. For students who do not have an internet connection, access is available at the Taylor Family Digital Library.

Classroom Policies:

Attendance: Showing up for class is essential to pass the course. Please get in the habit of attending class regularly. It's why we're here.

Classroom etiquette: Class begins at 2:00 p.m. Please be in your seat at that time, and refrain from side conversations and other behavior that will distract your fellow students. For the same reason please turn off the volume on cell phones and laptops and, if you must eat or drink, do so quietly.

Use of electronic devices in class to take notes is permitted but not encouraged. Studies have found that students who take notes with pen and paper retain more information than those using electronic devices. For some of this research see: Pam A. Mueller and Daniel M. Oppenhemier, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," *Psychological Science* 25 (June 2014): 1159-1168.

Texting, social media, and electronic notices. We live in age of social media saturation, and our online engagement is a tremendous source of profit for social media corporations, which have an incentive to keep us online for their own benefit. Use HTST 535 to take a break from it. Occasionally, during class time students may receive emergency notices related to family or work. If absolutely necessary students should, of course,

reply. As a guiding rule, ask whether the notice is so urgent that you have to reply before class ends and thereby distract yourself from the education you are paying for. If not, then your response can wait until the end of the seminar.

Academic Integrity

Academic integrity is a core value of the University of Calgary. At UCalgary, academic integrity is a commitment to, and the demonstration of, honest and responsible scholarship. Maintaining academic integrity while earning your degree represents your true academic accomplishments.

Inclusiveness, Accommodation, Privacy, and Conduct

We 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.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students must NOT record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

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.

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

Percentage	Letter Grade	Grade Point Value	Description
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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. 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.

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 schedule. 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 this course 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](#).

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

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

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 unauthorised 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

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

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

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)