Course Description

This course explores one of the most tumultuous and consequential periods of American history, the Civil War. Beginning with an overview of the leadup and causes of the War through a summation of its aftermath and historical memory, students will read a variety of primary and secondary sources that reveal the ways Unionists, Confederates, women, African Americans, indigenous peoples, and immigrants shaped and navigated the Civil War Era. Additionally, the place of the Civil War Era United States in a global context will be emphasized. The course will also explore transformations in the country’s political, legal, economic, racial, and gender systems that occur during the timeframe but are not directly linked to sectionalism and the War.

Course Objectives

General

• Critical Thinking: This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others while comprehending contingency, nuance, and the interaction/exchange of ideas.

• Historical Thinking: Thinking historically implies jettisoning our preconceived notions when analyzing other people and ourselves and using contextual information
to draw conclusions. Thinking historically also means recognizing historical arguments in places where we might not expect to find them (e.g. film, popular culture, news media, politics, etc.) Students will learn the value in recognizing that history is a debate and a dialogue.

• Interpretation of Evidence: Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created as well as evaluating motivation, bias, and audience.

• Communication Skills: Students will improve critical writing and speaking skills, focusing on presenting clear and creative arguments with persuasive evidence and insightful analysis.

Specific
To both learn about historical events during the Civil War and to learn about history as a discipline we will:

• Assess the factors and causes for secession and the Civil War

• To comprehend key events, figures, and transformations in America during the Civil War Era.

• Analyze how the Civil War Era represented competing and evolving notions of freedom and liberty in America.

• Analyze how the Civil War Era changed the American political system, gender relations, racial constructs, technology, economy, and culture.

• Understand the myriad ways the Civil War Era shaped, and was shaped by, transnational and global developments.

• Create original work on the Civil War Era through careful analysis and evaluation of primary and secondary sources.

### Course Requirements

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Grade Scale</th>
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<tbody>
<tr>
<td>20% Activities &amp; Journals</td>
<td>90 – 100%  A</td>
</tr>
<tr>
<td>15% Three Cornered War Analysis</td>
<td>80 – 89%   B</td>
</tr>
<tr>
<td>20% Midterm Exam</td>
<td>70 – 79%   C</td>
</tr>
<tr>
<td>20% Final Exam</td>
<td>60 – 69%   D</td>
</tr>
<tr>
<td>25% Research Project</td>
<td>0 – 59%    F</td>
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Course Materials

Required:


Optional:

COVID-19 Protocols & Precautions

Angelo State University is committed to the health, safety, and well-being of the entire Ram Family and is following protocols recommended by local and state officials and the Centers for Disease Control. As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

What does that mean practically for the 2020 - 2021 school year?

1. What are the requirements for being on campus?
   * **Face coverings** that cover both the nose and mouth are **required** and must be worn by the entire campus community (students, faculty, staff, visitors, vendors and contractors) while on campus or in university facilities.

   * Students requesting an exemption will wear a clear plastic face shield instead of a facemask. Students needing this accommodation should register with [Student Disability Services](#) and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event. For religious or any other exemption-related questions, students should contact the [Office of Student Affairs](#).

   * Daily wellness screenings are **required** and can be completed at [ramport.angelo.edu](http://ramport.angelo.edu).
* After completing the daily wellness screening, a badge will be generated with today’s date. This badge may be necessary to enter certain areas of campus, so have it handy on your phone.
* Some areas on campus (hallways, stairwells, etc.) may offer directional signage to keep traffic moving in the same direction.
* Signage will be placed throughout campus, both reminding you to socially distance, as well as note six-foot markers between you and the person in front of/behind you.

2. How will classes work?
   * Classroom capacities have been reduced to maximize social distancing.
   * Masks will be required in the classrooms, and students will be required to follow a seating chart.
   * Most classes will involve some combination of on-campus and online instruction.
   * Students are required to follow any directions given by Professors concerning individually assigned class dates in a hybrid format.
   * Students are encouraged to stay home if they are not feeling well; online lectures will be made available.

3. What will happen if somebody tests positive for COVID-19?
   * If a student tests positive, the relevant medical authorities will alert the university and the department chair.
   * At that point, the student will be isolated and quarantined, and everybody who has been in contact with that student will be asked to quarantine as well.
   * Students who are isolated following a positive test or who are quarantined because of exposure to a positive case will be allowed to continue their courses online.
   * Should an instructor or professor fall ill, the course will immediately move online.

4. What do I do if I think I might be sick.
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, please stay home; online lectures will be made available.
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, input this information into the wellness screening app to help the university keep up-to-date information about the health of the Ram Family.
   * Students who need additional screening can download and use the Shannon on Demand app to receive medical advice and to determine whether or not they need to be tested.
   * If you are living on campus and you need to self-isolate, you may be moved
from your current residence hall to a self-isolation location on campus until you have met the CDC recovery guidelines.

Students must regularly check email and Blackboard for any changes that arise. Should it become necessary, courses may have to go online, and the professors or department chairs will provide all relevant information in such a case. The most up to date information on COVID-19 policies and procedures at Angelo State can be found [here](#).

**Hybrid Formatting**

Students will be assigned to come to class on either Monday, Wednesday, or Friday. Students will also have assigned seats. On the other two class days that students do not physically come to class, students are required to watch lecture videos online.

**Plagiarism & Academic Honesty**

Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question. Read this helpful tool to avoid common plagiarism pitfalls.

Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (Turnit In) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. All academic integrity violations will be referred to the Executive Director of Student. The Executive Director of Student Affairs will review the case and may impose additional sanctions if warranted as outlined in the Code of Student Conduct. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual...
integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student Handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


Midterm & Final Exam
- Multiple Choice
- Primary Source Interpretation
- Essay

Research Project
8-10 pages. Students will read two consecutive weeks’ worth of a daily newspaper (or three consecutive months’ worth of a weekly newspaper) published at any point between late 1850s and 1870, and write a paper that analyzes and evaluates what its news reporting, commentary, and advertisements suggest about that town or city’s political, economic, social, and cultural history in that era. Students should place the newspaper and time period in historical context, assessing the extent to which both reflect broader regional and national developments discussed in class and reading assignments. The paper must incorporate at least two secondary sources that were not assigned in class.

As an exercise in learning the discipline of history, this assignment is meant to demonstrate that academic historians do more than “find out the facts.” Academic history is produced when sources and evidence shape scholarly conclusions and arguments, not vice versa. This assignment will engage students to operate as historical detectives who interrogate the past. More directly, this project will teach students how to be an historian as they analyze a topic according to time and place through multiple viewpoints and sources.

An historian must think critically about primary sources: What is the author’s viewpoint and argument? To what extent do various groups or individuals differ on the motives, details, or outcomes of a theme/issue? Historians likewise must think critically about secondary sources: How have scholarly interpretations of the past changed over time? Finally, historians must analyze disparate primary and secondary sources to coherently argue how their topic and area adds to the understanding of larger historical themes and developments of the Antebellum through Reconstruction Eras.

The Research Paper will be subdivided into four parts:

Part I: Claim Newspaper & Time-period – 5%
Before you begin reading your newspaper, you should watch this and read this. Students will submit a brief statement via Blackboard of 150 – 250 words that details their newspaper and chosen time period (either late 1850s, 1861-1865, or 1865-1870) along with providing one secondary source other than assigned readings. At this stage, your time period can be fairly broad, but you should indicate as exactly as possible what topic/issue and state/territory you wish to research and why.

Part II: Annotated Bibliography – 10%
Students will write a concise paragraph (5-7 sentences) for each of two days of their chosen newspaper along with a secondary source of their choosing. Citations will be based on The Chicago Manual of Style.

Part III: Prospectus – 20%
Students will craft a 2-3 page snapshot of their ongoing research and analysis. It must place your newspaper and chosen two weeks in historical context and provide a thesis statement of your research paper’s analytical argument. It must also significantly incorporate one secondary source.

Part IV: Research Paper – 65% points
8-10 pages, see above. A solid research paper clearly grounds your newspaper and two-week time-period in proper historical context and includes a thesis statement that makes a discernable historical argument backed up by original analysis of primary and secondary sources.

Three-Cornered War Analysis
Students will craft an essay answering questions concerning the secondary source, The Three-Cornered War. It will require students to interrogate the document’s major points/arguments AND put the document in the larger political, social, and economic context(s). Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and previous readings to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Papers below or over the word limit will be automatically penalized.

Activities & Journals
Students will complete in-class activities during their assigned weekly meetings that assess not merely comprehension, but also their ability to practice historical thinking skills. Students at times will also be prompted with a discussion question based on a reading or activity and will then respond with at least two solid paragraphs that answer the prompt in multifaceted details with succinct quotes from the text as evidence.

Extra Credit
For .5% bonus percentage points each, students may 1) listen to a historical podcast from Backstory and/or 2) provide proof of voting in the upcoming election. If you are
not legally eligible to vote in the upcoming election, let me know and I will provide an alternative extra credit assignment.

**Emergency Procedures & Inclement Weather:**
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found [here](#).

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

**Special Accommodations:**

From the ASU accommodation website: “ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA).

You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

**Electronic Devices:**
Laptops are NOT permitted in class unless for an accommodation. Students must be prepared to take detailed class notes by hand. All cell phones must either be turned off or put into silent mode during class. Smartwatches must be used during class as a
watch only. Any student caught texting or engaging in any other form of illicit cell phone activity will be kicked out of class for the day.

**Recording and Course Content Restrictions:**
Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor’s intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

**Email Etiquette:**
Adapted from Purdue Writing Owl [https://owl.english.purdue.edu/owl/resource/636/1/](https://owl.english.purdue.edu/owl/resource/636/1/)

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email’s recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.
- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo – no ttyl or thnx
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time
- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestered and insistent e-mails will only hurt your cause.

**Course Aids:**
1.) Student Hours
I am here to help you succeed in this class and in your education. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed. Student hours are a chance for you to get help on homework, go over class or reading material, and talk
about some connections between class and other interests you may have. My office is
the Academic Building 239B, if you cannot make my scheduled student hours I will be
happy to set up an appointment.

2.) Academic Tutoring
Angelo State University provides free tutoring, writing support, and supplemental
instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd
floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments
are necessary. If you cannot make it into the Tutoring Center, you can even schedule an
online tutoring session. The Writing Center is staffed by specially selected and trained
graduate assistants and peer tutors who offer one-on-one conferences about writing and
reading. The Writing Center serves all ASU undergraduate and graduate students. We
work with students from any discipline, at any skill level, and on any stage of the
writing or reading process. The Writing Center tutors also provide feedback on
scholarship, job, or graduate school applications.

Visit ASU’s Academic Tutoring website and the Writing Center website for more
information.

3.) Academic Advising
Angelo State University encourages you to attend an advising session to ensure that
you are taking courses that will allow you to progress toward graduation.

Visit ASU’s Undergraduate Academic Advising website for more information.

In addition, ASU’s Students with a Goal (SWAG) promotes lifelong student success by
providing innovative resources to ASU students. SWAG is committed to helping
students picture, plan, prepare, and pursue their academic goals to become successful
students and professionals. Visit the SWAG website for more information.

4.) First Generation Programs
ASU’s First Generation Rams program helps students who will be the first in their
family to graduate from college. The purpose of the program is to help them make a
smooth transition from high school to college life as well as get adjusted to Angelo State
University and San Angelo.

The program helps track students’ academic progress and addresses any needs that
arise so they stay on the path to graduation. We promote campus involvement and
encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or
group meetings with the program coordinator. Student workshops are also held
periodically to provide more information on academic success topics.
Visit their [website](#) and [program guide](#) for more information.

5.) Counseling Services
Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their [website](#) for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

**Personal or Family Emergencies Affecting Academic Performance:**
If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify Student Disability Services before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, "Academic Regulations Concerning Student Performance" provides complete information regarding class attendance and reporting student illness and emergencies.

**Religious Holy Days:**
Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

**Undocumented Students:**
I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

**Title IX at Angelo State University:**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex,
which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu
For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)

**University Policies:**

For additional general university policies, consult the university student handbook. Here is a handbook link for you:


**Course Schedule**

**Week 1** – August 17, 19, 21  
Introduction  
Manifest Destiny’s Divisions

**Week 2** – August 24, 26, 28  
A House Divided: The Secession Crisis

**Week 3** – August 31, September 2, 4  
And the War Came: 1861

**Week 4** – September 7, 9, 11  
Monday, Sept 7: NO CLASS – LABOR DAY  
And the War Came: 1861

**Week 5** – September 14, 16, 18  
Becoming a War Against Slavery, 1861-1862

**Week 6** – September 21, 23, 25  
Becoming a War Against Slavery, 1861-1862
Week 7 – September 28, 30, October 2
Heavy Blows but No Decision: 1862-1863
Claim Newspaper & Time-period Due

Week 8 – October 5, 7, 9
Heavy Blows but No Decision: 1862-1863
Annotated Bibliography Due

Week 9 – October 12, 14, 16
Victory is Ours & Fairly Won: 1863-1865
Midterm Exam

Week 10 – October 19, 21, 23
Victory is Ours & Fairly Won: 1863-1865

Week 11 – October 26, 28, 30
Appomattox’s Aftermath: U.S. Reconstruction
The Three-Cornered War Analysis Due

Week 12 – November 2, 4, 6
Appomattox’s Aftermath: U.S. Reconstruction
Prospectus Due

Week 13 – November 9, 11, 13
The Late Unpleasantness: Civil War Legacies & Memory

Week 14 – November 16, 18, 20
The Late Unpleasantness: Civil War Legacies & Memory
Research Project Due

Week 15 – November 23
Monday, Nov. 23: Final Exam 1:00-3:00PM

DISCLAIMER
I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.