

**San José State University**  
**College of Social Sciences/Department of History**  
**HIST 176: The Civil War and Reconstruction, Section 1, Spring 2023**

**4-unit course**

**Course and Contact Information**

Instructor: Prof. Libra Hilde

Office Location: DMH 215

Telephone: Office (408) 924-5512. If you have an emergency, my cell is (650) 704-1626.

Email: [libra.hilde@sjsu.edu](mailto:libra.hilde@sjsu.edu) (my SJSU email forwards to a Stanford account, so responses will come from that account, [lhilde@stanford.edu](mailto:lhilde@stanford.edu)).

Office Hours: Wednesdays, 1:30-3:00 p.m., or by appointment. I am usually in my office before class, so you can find me then. I can also meet via Zoom if my office hours do not fit your schedule—just send an email requesting an appointment—I respond promptly to email.

Class Days/Time: Mondays and Wednesdays, 12:00-1:15 p.m.

Classroom: DMH 163

**Course Description**

The Civil War has been described as the greatest crisis in our country's history and the event that most "decisively changed the course of national development." The war deeply divided the nation, resolved some of the lingering questions left by the American Revolution, created new revolutions, some of which remain unfinished, and altered the course of American history. Emancipation destroyed legal slavery, turning human property into free men and women, and fundamentally changed the social and economic system of the South. In this course, we will take a topical approach, examining the political, social, economic, military, and ideological dimensions of the war and Reconstruction to assess its transformative impact on individuals, groups, institutions, the role of government, and the nation as a whole. The focus will be on the Civil War and its aftermath as a revolutionary experience rather than solely as a military struggle.

**Course Format**

This is a synchronous, in-person course. You will need internet access, and preferably a computer to access Canvas, where you access instructions for and upload most assignments.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as the syllabus, weekly handouts, assignments and assignment instructions, etc. can be found on Canvas Learning Management System course login website at

<https://sjsu.instructure.com/courses/1558113>

You are responsible for regularly checking with the Canvas messaging system.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Explain the processes of historical change and continuity. In this case, they will be able to articulate an understanding of how the Civil War and Reconstruction changed this nation in multiple ways and shaped our own society. Students will emerge from this course able to grasp not only broad contours of

historical change, but able to see how momentous events affected different groups and individuals and their status in society.

2. Articulate the complexity of the historical process and in particular, how politics, society, ideology, public opinion, and the military influenced one another.
3. Work with primary and secondary sources, in this case on a weekly basis, to hone their skills in interpreting and comparing a range of sources and perspectives, and placing those perspectives in an appropriate context.
4. Relate ongoing questions raised by the Civil War to modern society even if we cannot definitively answer those questions: For example, how far should dissent be allowed to go in wartime? What constitutes treason and what constitutes legitimate criticism of policy? Why do we have romantic notions of certain events, and how does the reality of warfare differ? What problems does a democratically elected government face when prosecuting a war?
5. Discuss the complexity of historical causation and explain why historians generally reject mono-causal explanations for significant events.
6. Use print or online resources to conduct historical research and construct and organize an effective analytical research paper.
7. Conduct independent historical research using both primary and secondary sources, interpreting and analyzing the material, and presenting their ideas in effective prose. Students will emerge from this course with stronger written communication skills.

## **Required Texts/Readings**

### **Textbook**

The following required readings are available electronically through King Library ([Online Access](#) noted below—go to the King Library website and search for the book by author and title) or scanned and available on Canvas. You should be able to find used copies of the textbook online. I would suggest buying a copy if you can find one for a reasonable price. The Spartan Bookstore may have used copies from past years. The entire book has been scanned and is available on Canvas (see Module “Gienapp Textbook”), but having a hard copy would be extremely helpful because we use this book of primary source documents every week.

### **Textbook**

William Gienapp, ed., *The Civil War and Reconstruction: A Documentary Collection* (2001), ISBN 978-0393975550. (Scanned and available on Canvas).

### **Other Readings**

Mark Neely Jr., *The Last Best Hope of Earth: Abraham Lincoln and the Promise of America* (1995), ISBN 978-0674511262. [Online Access](#).

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (2012), ISBN 978-0674064218. [Online Access](#).

Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (2008), ISBN 978-0307277329. [Online Access](#).

Eric Foner, *Nothing but Freedom: Emancipation and its Legacy* (2007), ISBN 978-0807132890. [Online Access](#).

David Donald, ed., *Why the North Won the Civil War* (2014 edition). [Online Access](#).

Several other **articles** are available on Canvas (see Module “Other Reading”) or are available on JSTOR.

The following book is **optional** because it is not available in electronic form, but is highly recommended, especially for those interested in military history.

Joseph Glatthaar, *The March to the Sea and Beyond* (1995), ISBN 978-0807120286.

### **Other technology requirements / equipment / material**

Students are required to view and write reviews of two movies outside of normal class hours. You can choose between *Glory*, *Gettysburg*, and *Lincoln* (all available on Netflix). I also have a dvd of *Lincoln* that you can borrow. If you would like to view all three films and write reviews, the third write-up will be extra credit.

You will receive an electronic copy of a time line and all of the song lyrics (see Canvas Module “Course Materials”). Please refer to these documents each week. The songs played each week will match the lecture and reading topics.

### **Library Liaison**

Nyle Monday is the library liaison for history students. Contact him at [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu).

### **Course Requirements and Assignments**

Students are expected to arrive in class having carefully and critically read the assigned books, papers, and documents. The course will combine lecture and discussion every week, so arrive in class prepared for lecture on Mondays, and arrive every Wednesday prepared to talk about the readings. Each week, I will provide access (via Canvas) to recordings of the lectures. In addition, during lecture I will play recordings of one or two Civil War songs each week. The lyrics of all the songs (and many that we will not listen to) are available in pdf form on Canvas (see Module “Course Materials”). Though these songs have clearly been recorded since the war ended, most are faithful renditions of the sound of nineteenth century military bands. The lyrics and music serve as yet another primary source that you may use for exams and papers and to gain insight into the time period.

#### **Class Participation (100 points, 10% of final grade)**

Class participation is part of your grade. Every Wednesday, we will discuss the reading for that week (documents, articles, and monographs). You have access to study questions (see Canvas Module “Weekly Study/Response Paper Questions”) to guide your reading and give you a sense of the discussion topics and questions. I do not call on people, so you may choose to remain quiet, but be aware that this choice will affect your participation grade. In order to earn an A or high B to B+ level participation grade, you must contribute to our discussions. Keep in mind that listening is important, and quality of commentary is often preferable to quantity. A student who is quiet but clearly engaged will earn a higher grade than someone who is not paying attention. Students may make up for missed class and discussion by writing a 3-page review of one of the optional books listed on the syllabus (though optional reading is mainly listed for those interested in a particular topic). It is also important to attend class discussions as part of your participation grade. If speaking up in class is hard for you, please talk to me in office hours and we can strategize about how to get you involved. (CLO 1-5).

If at any point in the semester you would like to know where you stand in terms of participation, see me in office hours, contact me to make an appointment for a time that works for you (and me) outside of regular office hours, or email me for more information.

If you would like to have response papers count for 10% of the grade and participation for 15%, please discuss this with me. I understand that some students are more comfortable with in-class participation and some are more comfortable sharing their ideas in writing. If speaking up during class is particularly difficult for you, again, let me know, and we can work out a way for you to write extra response papers.

#### Response Papers (100 points, 15% of final grade)

Based on the readings, eight short response papers of at least one page (typed, double-spaced) will be due in class each Wednesday. Topics have been distributed ahead of time on Canvas (see Module “Weekly Study/Response Paper Questions”). The point of the response papers is to demonstrate that you have done the reading and thought about it critically, so make sure you use specific examples. You may write longer responses, but they should be at least one page long. If it is clear that you have not done the reading, the response will earn no credit. Response paper questions will often ask you to role play (write a letter, or even to draw political cartoons), so remember to think about the primary sources from a nineteenth century perspective.

On Canvas, you can find study questions for each week’s reading. The response paper topic/questions can be found at the bottom of each set of study questions. You will choose eight, though there will be options nearly every week. It is YOUR responsibility to hand in eight response papers throughout the semester. Once a week has passed, that topic cannot be resurrected. You may not hand in more than one response per week. Response papers will earn a check, check minus, or check plus depending on the depth of analysis, use of examples, creativity, and quality of the writing. The comments I make on your response papers are designed to help prepare you for the exams and research paper and to improve your writing skills. At the end of the course, you will be given a point total based on the number and quality of acceptable responses. Eight acceptable responses will give you a baseline of 88 points. That point total will go down if you have fewer than eight responses, or if you consistently earned a mark of check-. That total will go up if your responses consistently provided analysis, contained relevant examples, and were edited (check level). Consistent check+ level responses (analytical, creative, specific examples, well-written and edited), will push you up into the range of earning 94 or more total points. Extra points will also be awarded for effort and demonstrated improvement. Writing the response papers will prepare you for the exams.

Handing in response papers: You will be able to turn in the response papers via “Assignments” in Canvas. You can also hand in a hard copy at the beginning of class on Wednesdays (useful for the political cartoons). You can also email the response papers to me directly on Wednesdays (by 10 p.m.). I use response papers as a way to help you develop your writing skills, so I prefer Word documents or shared Google docs, which enable me to more easily make extensive comments (share with [libra.hilde@sjsu.edu](mailto:libra.hilde@sjsu.edu)). You should communicate with me at any time if you lose track of how many responses you have handed in or if you want to know how you are doing. Please review the document on Canvas (see Module “Course Materials”) that explains why I use response papers rather than quizzes, and why I like to have access to a word document or google doc in order to make writing comments.

CLO (1, 2 3, 4 and 5): The response papers and discussions will address how the Civil War changed the United States, what it meant to different groups and individuals, and address questions raised by the war that remain relevant today.

#### Midterm Exam (100 points, 15% of final grade)

A take-home midterm exam will be distributed on Canvas on March 9<sup>th</sup> and due by 11:59 p.m. on March 12 (Canvas Assignments through Turnitin.com). My exams consist of broad, interpretive essay questions—you will have choices and will write one essay. I do not have a specific answer in mind

when I grade your exam. Rather, I am looking to see how well you can frame an argument and write a coherent essay using evidence from lecture and the readings to defend your thesis. Exams are graded based on how thoroughly you answer the question, the strength of the thesis, defense of the argument, and use of relevant evidence from lectures and readings. You may use parenthetical citation, and make sure to include concrete examples from and specific references to lectures: (Lecture, Week 5), documents (abbreviated document title, Gienapp, pg#), articles and books (author, pg#). CLO (1 and 2).

#### Film Responses (each one worth 50 points, 100 points total, 10% of final grade)

Students will write two short papers (3 pages/850 words each, worth 50 points each) that analyze the films (see assignment instructions in Canvas Module “Film Response Guidelines”). I will accept late film responses and will take film responses up until the last day of class (they will be turned in via Canvas Assignments), but you will lose points if they are handed in late (see course schedule for due dates). The film responses will be graded on specific evidence that you viewed the film and thought about how it relates to the course themes, as well as the level of analysis. The questions ask you to compare the film to the readings and documents, so it is a good idea to do so and your grade will go down if you do not make specific comparisons to the readings (documents and books)! Each response is worth 5% of the final grade. If you choose to review all three films, the third review will be considered extra credit (10 points). CLO (1, 2, 4).

#### Primary Source Research Paper of 9+ pages, minimum of 2500 words of text (100 points, 25% of final grade)

Students will write a primary-source driven, analytical research paper based on a topic of their choice, but requiring the approval of the instructor (see Canvas Module “Research Paper” for instructions). There are a number of online resources that can simplify your research, including American Civil War Letters and Diaries, and the Valley of the Shadow Project (and more). If you are having trouble coming up with a topic, I will offer suggestions and I will happily help guide you to primary sources, so do not be shy about making appointments with me to talk about research. I can and will help.

The paper must include notes and a bibliography, which are not included in the minimum word count.

The final papers are due on **May 3rd**. Before that time, you will need to hand in a topic statement (Feb. 22), and have an individual meeting with me to discuss your topic, sources, and research plan. A rough draft is required and due on April 12<sup>th</sup>, and we will meet again, individually, to discuss how you can improve your paper. These meetings and preliminary assignments will constitute 5% of the research paper grade. The grading of the preliminary assignments will emphasize effort and completion.

When you hand in the research paper, you will be required to submit the document through Canvas and turnitin.com (see “Assignments” in Canvas). The paper is graded based on sophistication of the topic, strength of the thesis, defense of the thesis, strength of analysis, strength of evidence (you can use documents from the textbook, but you must also do outside research), and quality of writing and editing. In order to earn a high grade, the paper must use primary source evidence. Research takes time, so it is important to start early in the semester. CLO (6 and 7).

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

#### Final Examination or Evaluation

Final Exam (100 points, 25% of final grade)

The Final will be a take-home essay exam distributed on May 17<sup>th</sup> on Canvas and due on Monday, May 22 by 11:59 p.m. (Canvas Assignments through Turnitin.com). The exam will consist of two broad, interpretive essays (you will have choices). One question will cover the entire course and the other the information covered since the midterm. The final exam is graded on the same basis as the midterm, so use comments on the midterm to strategize and prepare for the final exam. You may use parenthetical citation, and make sure to include concrete examples from and specific references to lectures (Lecture, Week 10), documents (abbreviated document title, Gienapp, pg#), articles and books (author, pg#). CLO (1, 2, 3, 4, and 5).

University policy S17-1 states: "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

## Grading Information

Every assignment and component of this course is graded on a 100-point scale. At the end of the course, the midterm and response paper grades will be multiplied by 1.5, the research paper grade by 2.5, and the final exam grade by 2.5, for a total of 1000 points.

Participation	100 points possible (10%)
Response papers	100 points x 1.5= 150 points possible (15%)
Midterm	100 points x 1.5= 150 points possible (15%)
Film Responses	100 points possible (10%)
Research/Primary Source paper	100 points x 2.5= 250 points possible (25%)
<u>Final Exam</u>	<u>100 points x 2.5=250 points possible (25%)</u>
Total	1000 points possible (100%)

## Grading Scale

A plus = 97%, 970 points and above	A = 93% to 96%, 930-969 points	A minus = 90% to 92%, 900-929 points
B plus = 87% to 89%, 870-899 points	B = 83% to 86%, 830-869 points	B minus = 80% to 82%, 800-829 points
C plus = 77% to 79%, 770-799 points	C = 73% to 76%, 730-769 points	C minus = 70% to 72%, 700-729 points
D plus = 67% to 69%, 670-699 points	D = 63% to 66%, 630-669 points	D minus = 60% to 62%, 600-629 points
F is 59% and below, 599 points or below		

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

## **Classroom Protocol**

Be respectful of and towards others in the classroom and online. Come prepared to share your opinions. If and when you disagree with others, please do so politely.

If COVID related (or other) issues arise this semester, please do not hesitate to let me know. I will prioritize flexibility, but I can only make accommodations if you communicate with me about your circumstances.

University Policy S12-7: “You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; have not been given any rights to reproduce or distribute the material.”

## **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## History 176: Civil War and Reconstruction, Spring 2023, Course Schedule

This course is organized topically—there is a timeline provided on Canvas (see Module “Course Materials”) that will help you keep track of the overall chronology of the Civil War period.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 25	<b>Introduction and Course Overview</b>
2	Jan. 30	<b>Rising Sectional Tensions, Secession, and Outbreak of War, 1820-1861</b>
	Feb. 1	Reading: Gienapp, <i>The Civil War and Reconstruction: A Documentary Collection</i> , 3-82.  Optional Reading: Charles Dew, <i>Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War</i>
3	Feb. 6	<b>Union Politics/Abraham Lincoln</b>
	Feb. 8	Reading: Mark Neely Jr., <i>The Last Best Hope of Earth: Abraham Lincoln and the Promise of America</i> , 59-119. Gienapp, <i>Documentary Collection</i> , 115-130, 165-178.  Film: <i>Lincoln</i> (response due the following week), OR you may choose to see this film and turn in the response at the very end of the course. This film response may be handed in up to, but no later than the last day of lecture.
4	Feb. 13	<b>Union Politics, Lincoln, The Election of 1864</b>
	Feb. 15	Reading: Mark Neely Jr., <i>The Last Best Hope of Earth</i> , 119-195. Gienapp, <i>Documentary Collection</i> , 261-279. Political Cartoons (pdf)—you can also easily find these online with a simple google search  Film Response Due (Lincoln)  Discuss online sources for research paper
5	Feb. 20	<b>The Union Home Front</b>



Week	Date	Topics, Readings, Assignments, Deadlines
	Feb. 22	Reading: Gienapp, <i>Documentary Collection</i> , 179-196. Thomas Kemp, "Community and War: The Civil War Experience of Two New Hampshire Towns," in Maris A. Vinovskis, ed., <i>Toward a Social History of the American Civil War</i> , 31-77. (pdf)  Paper Topic Statement Due (turn in a hard copy in class or email to me)
6	Feb. 27	<b>Jefferson Davis and the Confederate Government, 1861-1865</b>
	Mar. 2	Reading: McCurry, <i>Confederate Reckoning</i> , 1-132. Gienapp, <i>Documentary Collection</i> , 131-146.
7	Mar. 6	<b>The Confederate Home Front</b>
	Mar. 8	Reading: McCurry, <i>Confederate Reckoning</i> , 263-361. Gienapp, <i>Documentary Collection</i> , 197-218, 281-291.  A take-home <b>Midterm</b> will be distributed on March 9 <sup>th</sup> and due by midnight on March 12 <sup>th</sup> (Canvas Assignments through Turnitin.com).
8	Mar. 13	<b>Women</b>
	Mar. 15	Reading: LeeAnn Whites, "The Civil War as a Crisis in Gender," chapter 1 of <i>Divided Houses</i> , 3-21. (pdf) Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," <i>The Journal of American History</i> , Vol. 76, No. 4 (Mar., 1990): 1200-1228. JSTOR. Jeanie Attie, "Real Women and Mythical Womanhood: War Relief at the Northern Homefront," in <i>Women and the American Civil War: North-South Counterpoints</i> , 151-167. (pdf) Joan Cashin, "'Since the War Broke Out': The Marriage of Kate and William McLure," chapter 11 of <i>Divided Houses</i> , 200-212. (pdf)
9	Mar. 20	<b>Emancipation and Black Soldiers</b>
	Mar. 22	Reading: Gienapp, <i>Documentary Collection</i> , 219-234. James Henry Gooding Letters, from Virginia Adams, ed., <i>On the Altar of Freedom</i> (1991); George E. Stephens Letters, from Donald Yacovone, ed., <i>A Voice of Thunder</i> (1997); Lewis Douglass Letter, pdf (Canvas, title is

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>AfAmsoldierletters).</p> <p>Carole Emberton, “‘Only Murder Makes Men’: Reconsidering the Black Military Experience,” <i>Journal of the Civil War Era</i>, Vol. 2, No. 3 (Sept. 2012): 369-393. (JSTOR)</p> <p>Chandra Manning, “Working for Citizenship in Civil War Contraband Camps,” <i>Journal of the Civil War Era</i>, Vol. 4, No. 2 (June 2014): 172-204. (JSTOR)</p> <p>Film: <i>Glory</i></p> <p>Film Response due by the end of break</p> <p>Optional Reading: Joseph Glatthaar, <i>Forged in Battle: The Military Alliance between White Officers and Black Soldiers</i></p> <p>Spring Recess, March 27-March 31</p>
10	Apr. 3	<b>Soldiers</b>
	Apr. 5	<p>Reading: Gienapp, <i>Documentary Collection</i>, 235-248.</p> <p>Manning, <i>What this Cruel War was Over</i></p>
11	Apr. 10	<b>The Military Struggle and Total War</b>
	Apr. 12	<p>Reading: Gienapp, <i>Documentary Collection</i>, 83-113, 147-163, 249-260.</p> <p>Manning, <i>What this Cruel War was Over</i> (finish the book if you have not done so already)</p> <p>Recommended Reading: Joseph Glatthaar, <i>The March to the Sea and Beyond</i> (split with the following week).</p> <p>Rough draft of research paper due (email or share with me)</p>
12	Apr. 17	<p><b>The Military Struggle, Continued</b></p> <p>Recommended Reading: Joseph Glatthaar, <i>The March to the Sea and Beyond</i></p>
	Apr. 19	<p>Film: <i>Gettysburg</i></p> <p>(Be aware that this is a very long film)</p> <p>Film Response Due</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	Apr. 24	<b>Union Victory, Confederate Defeat</b>
	Apr. 26	<p>Reading: David Donald, ed., <i>Why the North Won the Civil War</i> Gienapp, <i>Documentary Collection</i>, 293-314.</p> <p>During the discussion part of class for this week, we will have a formal debate and break up into groups assigned during the previous week. Every student will read the Donald book, which includes essays that present mono-causal explanations for the Union victory and Confederate defeat (the teams will be Social, Political, Diplomatic, and Economic). Each student should come to class prepared to discuss and defend the explanation given for their subject, and argue against the other groups. Each group will have equal time to prepare, present their initial arguments, prepare a rebuttal, and present the rebuttal. At the end, we will vote for the team that made the best presentation, and hold another vote for the explanation you deem most effective. Finally, we will discuss the reasons why historians tend to reject mono-causal explanations for events.</p>
14	May 1	<b>Memory and the Legacy of the Civil War</b>
	May 3	<p>Reading: David Blight, “‘For Something Beyond the Battlefield’: Frederick Douglass and the Struggle for the Memory of the Civil War,” <i>Journal of American History</i>, v. 75 (March 1989): 1156-78. (JSTOR). Sven Beckert, “Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War,” <i>The American Historical Review</i>, Vol. 109, No. 5 (December 2004): 1405-1438. (JSTOR)</p> <p><b>Research Paper Due</b></p> <p>Optional Reading: David Blight, <i>Race and Reunion</i></p>
15	May 8	<b>Reconstruction</b>
	May 10	<p>Reading: Gienapp, <i>Documentary Collection</i>, 323-327, 329-330 (documents 5, 6, and 9), 333-336, 346-348 (documents 1, 2 and 7), 351-357, 360-365 (documents 1, 2, 3, 5, 6, 7), 367-375 (all documents in that section), 377-391 (all in that section), 400-402, 406-411 (documents 4, 7, 8, 9, 10), 413-417 (all). Foner, <i>Nothing but Freedom, Emancipation and its Legacy</i>, chapter 2, 39-73.</p> <p><i>Lincoln</i> film response due (if not done already).</p> <p>Optional Reading: Nicolas Lemann, <i>Redemption: The Last Battle of the Civil War</i></p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	May 15	<b>Wrap-up/Final Exam Review</b>
Final Exam	Due May 22	A take-home final exam will be distributed on Canvas on Wednesday, May 17th and due on Monday, May 22 by 11:59 p.m. (Canvas Assignments through Turnitin.com).