
	<p style="text-align: center;">HIS 573.02 CID 3958 The Antebellum South, American Civil War, and Reconstruction</p> <p style="text-align: center;">Spring 2008</p> <p style="text-align: center;">Prof. Susannah U. Bruce Email: sbruce@shsu.edu http://www.shsu.edu/~his_sub SHSU History Department SHSU M.A. History Program</p>	
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Welcome to HIS573! This three credit-hour course is designed to provide graduate students with an in-depth study of the era of the American Civil War. Due to my areas of interest and expertise, the main themes in this course will involve military and political history with additional studies in the social and cultural history of the Civil War era.

To get the most out of this course, please read through my "[Questions to Consider for HIS573](#)" document. This includes additional online readings as well as focused and broad study questions for the entire Civil War era. We will use these to guide your study of this complex age and to help you understand what you should know when you complete this course. Also, as you work through this guide, you may get ideas for your research paper. I do not grade your work on this--it is simply meant to help you and to inspire seminar discussion.

Required Texts: (Listed in the order they are assigned)

NOTE: See online book ordering tips at the bottom of this list.

Nelson, Scott and Carol Sheriff. *A People at War: Civilians and Soldiers in America's Civil War, 1854-1877*. New York: Oxford University Press, 2007.

Sears, Stephen W. *Landscape Turned Red: The Battle of Antietam*. New York: Mariner Books, 2003. 1st Marine edition ISBN: 0618344195 ANY EDITION IS FINE

Taylor, Amy Murrell. *The Divided Family in Civil War America*. Chapel Hill: UNC Press, 2005.

Woodworth, Steven E. *Davis & Lee at War*. Lawrence: University Press of Kansas, 1995.

Gallagher, Gary W. *The Confederate War*. Cambridge: Harvard University Press, 1997.

Bruce, Susannah U. *The Harp and the Eagle: Irish-American Volunteers and the Union Army, 1861-1865*. New York: NYU Press, 2006.

Bleser, Carol K. and Lesley J. Gordon. *Intimate Strategies of the Civil War*. New York: Oxford University Press, 2001.

Reardon, Carol. *Pickett's Charge in History and Memory* Chapel Hill: University of North

Carolina Press, 1997.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago Guides to Writing, Editing, and Publishing)*. University of Chicago Press, 1996. 6th Revised edition--MUST BE THIS EDITION **NOTE**: This book should sit beside your computer. It's the short version to the *Chicago Manual of Style* and essential for any historian.

NOTE: You can find all of these texts at Amazon.com, Barnesandnoble.com, and in used bookstores that you can search at sites such as abebooks.com and bibliofind.com. Remember when ordering used books that you may want to find a copy that is "fine" or better, which is usually quite easy to do, available at a reasonable price, and nicer than a moldy, highlighted, or otherwise flawed text.

Course Description: While this is an online course and we will never physically meet together for class, you will have ample opportunity for scholarly discussion and debate via the Discussion Board in Blackboard. Students will write a review of **five** of the assigned books (2-3 pages or 750 word **limit** each; also, do not review the main text, *A People at War* or the writing guide by Kate Turabian). You will also read online and print readings and research and create an **annotated bibliography and historiographical abstract** on a topic that I approve.

The first 3/4 of the course will focus on the assigned readings and reviews, while the final fourth will be reserved for researching and writing your annotated bibliography paper and discussing this with me. Your grade will be based on these assignments. Your discussions in Blackboard are not graded--this is simply an opportunity, an invaluable one, for you to discuss ideas relating to the course with your classmates.

Finally, the list of "**Broad Questions to Consider**" that I give you is a large one that includes recommended online primary source readings, as well as some secondary sources, and basic questions to guide your reading of the main text, *A People at War*. **You will not be reviewing this book**, but I want you to read it carefully since Nelson and Sheriff cover the essential periods and issues for this class. The questions I have created, listed under "Course Documents" in Blackboard and via the link above, are both specific and general, helping you to understand what you should be learning from the book and offering you a sense of the larger theories to consider -- indeed these queries are much like those we will discuss if I am on your graduate committee during your written and oral examinations. You do NOT submit answers to each of these questions for a grade; they simply guide your reading and enhance your learning process in this course.

Course Objective: In this course we will study the leaders and events that led America down the road to Civil War. We analyze the politicians, commanders, and common Americans who experienced this crisis, their successes and failures, and how these individuals influenced the outcome of the war. The required texts will shape our discussion. The annotated bibliography will enhance your ability to conduct historical research via databases, online primary source material, and published works acquired through our library or [interlibrary loan](#) (basic program in our Newton Gresham Library that allows you to request books on loan from other libraries) draw thoughtful conclusions, grounded in evidence, from your readings. Please review this "**Basic Research Tips**" document that I have created. It includes links to some of the best online primary source materials available (and don't forget to do your own Google searches). I do NOT want you to use random websites for information because the web has few peer-reviewed sites that measure the quality of information available. With that said, however, there are some outstanding repositories of primary source materials from which you glean outstanding information.

In the process of researching and writing an annotated bibliography on a topic that I have approved (I encourage you to discuss this with me early in the course), students will learn how to conduct research, how to briefly (2-3 sentences per source) summarize its worth, and also learn more about historiography (or the works related to a particular topic that shape our understanding of that topic. For more on historiography, you MUST read "[Historiography: What the Heck is It?](#)")

It is my hope that you will not only learn a great deal from this class, but find it an enjoyable experience through this opportunity to develop your personal interests in Civil War history. **Make no mistake**, however, you will have to work hard and there is no whining. Always remember--you not only volunteered for this class; you're paying for it. So make it worthwhile.

Getting Started -- First Steps for this Class:

1. Contact me via e-mail IMMEDIATELY after you have registered for the course. We will stay in touch primarily through e-mail and Blackboard, and to avoid confusion please USE YOUR SHSU EMAIL ADDRESS throughout the duration of this course. If you do not have one yet, you may contact via email by your current address, but be sure to request a SHSU email account (free to you as a student) as soon as possible (see step 3).
2. Start purchasing your books ASAP. This is your responsibility, no excuses, and they are listed above in the order they are assigned.
3. Sign up for an SHSU email account--**I do not accept messages from accounts other than SHSU**. I know it's not convenient, but we have to do this due to problems with viruses/worms. Your SHSU email account is the one you will use for the class, to access Blackboard, and it is essential for you to have this to use the databases at [SHSU's Newton Gresham Library](#). These will allow you to read numerous articles online, some of which I may require for the class, but many of which will be useful for other courses in our graduate program. I suggest you peruse the library's [Databases and Index's for History](#) page. In particular, I recommend the databases [JSTOR](#) (thousands of online articles, book reviews, etc. from leading academic journals) and [America: History and Life](#) (great research tool for articles, books, book reviews, etc.). NOTE: These databases are essential for writing your research paper. Also, check out the [Civil War-era Newspapers Database](#) as well as [Early American Newspapers, Series I, 1690-1876](#). To [activate your computer account, click here](#) and follow the instructions. As long as you are registered for this class, you can acquire this account. Then, when you try to enter these databases available to you as a member of the SHSU community, you just type in your user name and password and you're in.
4. I realize that you have outside commitments, other classes, work, family, etc., but in order to successfully complete this course you will have to assign a high priority to it. This course is demanding and requires you to exert a considerable degree of self-discipline and self-motivation. The pay-off for this hard work, I hope, comes in a rewarding learning experience that should spark new interests in various aspects of American history.

Book Reviews:

You will be writing a brief review of **five** of the books assigned **other than** for *Ordeal by Fire* and the Turabian writing guide. NOTE: I expect you to read all of these and to be prepared to discuss them. If I am on your comps committee, for example, you will be expected to understand and discuss all of these assigned works and the related historiography. Please see the Reading Schedule below for the due dates for each of these assignments. You will submit these reviews via the "TurnItIn" system under "Course

Documents" as MS Word or WordPerfect documents, and you are responsible for scanning them for viruses. If my computer contracts a virus from one of your assignments, **you automatically fail the course**. Each book review is **500-750** words (maximum--and I mean it) and should have your name, the date, course, etc. at the top of the page and the exact formatting style for the book title, publisher, etc. as seen in the sample review at the ["How to Write a Book Review"](#) page.

REMINDER: You **must** read and complete (though do not submit it to me; this exercise is for you) the [Book Review assignment page](#) and the [Historiography page](#) before writing your reviews. I will grade your assignments with the understanding that you have read and understood this. If you have questions, raise them with me.

Make sure your review addresses the following points (go over this like a check list before submitting each review to make sure you've covered these):

1. What is the general subject of the book?
2. What is the author's central argument?
3. What kind of resources does he use to support his thesis (significant archival research? does he consult the relevant secondary literature)?
4. What is the related historiography? (Click here for my ["Historiography. What the Heck is It?"](#) document)
5. Note the formatting of the author, title, publisher, cost, ISBN and use this at the top of your review.
6. You must offer evidence for every point you make about the book. One of the easiest ways to accomplish this is to put a simple parenthetical page citation after you comment. This also shows me the thoroughness with which you read the book and forces you to return to the work to make sure you are fairly representing the author's comments. If it is a large concept, i.e. "Jones dedicates an entire section of the book to this issue." (chapters 5-6) Or you could simply incorporate that into your statement, "Jones uses chapters 5 and 6 to address this issue." Such details also allow interested readers to jump right to that section of the book.
7. Remember that it can be useful to offer a few quotes from the author to give your reader a sense of the writer's style. You would cite the quote (in a review) just as you would the specific references outlined above, i.e. parenthetical reference at the end of the sentence.

All late assignments lose one letter grade per day late.

Annotated Bibliography:

- Each student will create an annotated bibliography on a topic that we discuss and I approve. It may be extremely broad, such as works relating to the "Cause of the American Civil War" or perhaps more a focused topic, such as "The Atlanta Campaign as a Turning Point in the American Civil War." Maybe you'll address the "Emancipation Proclamation" or perhaps the uses and abuses of "Memoirs of the Civil War." Create a sweeping list (should be a minimum of 4-5 pages, and there is no maximum) of the books, articles, diaries, letter collections, newspapers, etc. that relate to this topic. Format them as directed in your Turabian guide, and I would suggest that you format your bibliography as I show you in this example below:

Memoirs of the U.S. Civil War: Their Uses and Abuses An Annotated Bibliography

Start with a 1-3 page brief discussion of the subject and the historiographical trends

(memoirs were once heavily relied upon by scholars, but they have now become more critical of this genre, etc.)

Then start your bibliography, and I would suggest breaking it down into subcategories as follows:

Unpublished Primary Sources
Published Primary Sources
Secondary Sources

Each entry should have a short 1-3 sentence description of the work that summarizes its significance to this subject.

ATTENTION--I will assume you have read the following and grade your papers accordingly:

- If you are fairly new to history and historical research, you may be a bit fuzzy on the differences between primary and secondary sources, how to conduct research, etc. I STRONGLY recommend that you review the instructions at the [Benjamin Guide to Historical Writing](#)
- The thing you must remember as you select your topic is to make sure you're interested in the subject. There's nothing worse (well, I'm sure we could think of something!) than being up at 3am working on a project that bores you. I have given you a number of examples, so feel free to discuss these with me as the course progresses, and then have fun with this. It will be hard work and take far more time than you expect, but I promise it will be worth it in the end. If you're totally stumped, please see my list of [suggested research topics](#). I usually use this to help students with research *paper* assignments, but it will work for this, too. See also the list of [Questions to Consider](#)--some of the broad questions would be outstanding ideas for this assignment.
- WARNING: Historians use the Chicago-Style and I will not accept another style in your papers. If you do not own a copy of Turabian, buy one now. It's required for this course and it should sit next to your computer along with a dictionary.
- The first page of your annotated bibliography should be a separate title page, including the title of your piece, your name, the date, the name of this course, my name, and the name of this institution, Sam Houston State University.
- All pages MUST be numbered.
- **Online sources are allowed for primary sources *only*.** You may not use or cite any online secondary sources unless they originally come from a published, print scholarly journal. To be safe, check all online primary sources with me. An online version of a published journal article is not considered an "online" secondary source since it was originally in published form, and you should cite it as though you looked at the original journal.
- See my ["Research Tips"](#) page under "Course Documents" in Blackboard for some examples and citation methods for sources like the *OR* (listed first and *essential* for any topic related to the military aspects of the war)

- In "Course Documents" I am posting documents with detailed information on creating and formatting your endnotes and on your bibliographies. In addition to this, you have the Turabian guide. As a result, I expect your endnotes and bibliographies to be nearly perfect.
- **Any paper containing typos, distracting grammatical errors, or other signs that the author has rushed through the assignment cannot earn better than a B and runs a strong chance of earning a C, at best.** It should take you several drafts to complete this paper and be sure to read through the final draft at least two times before submitting it. You will have put a lot of work into this by the time you are finished--take pride in your writing and avoid sloppy errors.
- Your bibliographies should indicate a **full** use of the libraries many superb databases. I have instructions below on how to use these, and the library has their own tips too. Failure to have a broad range of material in your bibliographies from all of these databases, as well as online primary material, is inexcusable.
- If you're interested in sending your annotated bibliography through the SHSU Writing Center to check for spelling, grammar, etc. see [their page](#). Be sure to let them know that you are using the **Chicago Manual of Style** and that you are one of my graduate students.
- Be sure to read the official course policy regarding plagiarism stated at the bottom of this syllabus. **Your enrollment in this course indicates that you understand and accept this policy and punishments for plagiarized work, and all course policies.** All assignments in this course automatically go through the "TurnItIn" plagiarism review database. If you are found guilty of plagiarism, you will, at a minimum, automatically fail this class.
- All final drafts of your annotated bibliographies will be submitted to me via Blackboard's "Course Documents" page through the TurnItIn link for this assignment. I would also like you to post them, at the end of the semester, in Blackboard's "Discussion Board" so your classmates can see your work. (I will provide a thread where you can post it as an attached **MS Word file**--check first for viruses!) All papers are due **NO LATER THAN *Monday, May 5, 2008***. All late assignments lose one letter grade per day late. See the course schedule below for all due dates. If I or one of your classmates receive a virus from your file, you fail the course.

Research Tips:

Click here for a link to descriptions and sublinks of [all history-related databases](#) in the Newton Gresham Library.

Click here for [some links to online primary source collections](#), as well as some tips for using them and formatting advice for your endnotes and bibl.

Below are just a few tips to using History Databases at our library. For an online tutorial go to: http://tegrity.shsu.edu/tegrity/library/history_databases/class/default.htm

I'm going to force you to become familiar with the databases "[America: History and Life](#)" and "[JSTOR](#)" (but don't forget about the primary source databases [Civil War-era Newspapers Database](#) as well as [Early American Newspapers, Series I, 1690-1876](#) and all

of the [treasures our library](#) offers you--we have one of the best database collections in the country.) (If you ever take a non-U.S. history course, "[Historical Abstracts](#)" is the non-U.S. cousin of America: History and Life). It will be a little frustrating as you fiddle with these databases and learn to use them, but I promise you, it's worth learning as a trained historian. Plus, if you click on an article the tab "Display Full Entry" for articles, dissertations, etc. that appears when you tell the system to search according to your guidelines, you can read an abstract of the article or see where to find the book review, etc. When searching in "America: History and Life," I recommend that you use the "Advanced Search" option and click on the open-book symbol/button to the right of the "subject" line. Then type in, say, "Abraham Lincoln," if that's your subject, click search, and then check the box next to Lincoln's name when it appears. Then narrow your search to just articles, if you like, by clicking on the open-book symbol/button to the right of "Document Type" and enable (put a check in the box) "Articles." If a student is creating an annotated bibliography on, say, the Union high command, using Williams's *Lincoln and His Generals* as your starting point, I'd suggest enabling "Abraham Lincoln" and then searching another word under "Subject" such as "Generals" and "Civil War." When you have enabled (check in the box next to each term) each of these, tell the subject search option to "Paste" the terms into the subject box. If you want to have a focused search, take out the "or" between each term and type in "and." Be warned, though, that this may be too narrow, excluding all works. If you want articles and book reviews (which, if we have the review online, should give you a sense of the book's subject), and perhaps dissertations, I'd leave your options under "Publication Type" open. If you want just book reviews to help you find the right books to consider, then enable that option, again by clicking on the open-book symbol/button next to that line.

For a general introduction to SHSU's Newton Gresham Library's resources, please see: [History Databases](#) and, if you need some [distance learning assistance](#), visit that page, too. Also, every scholar/historian uses [Interlibrary Loan](#). Learn what it is and how to use it.

Need some more ideas on suggested research tools for this course? Click [here](#).

COURSE GRADING:		GRADING SCALE:	
First Review:	50 points	A	90%-100% or 358-400 points
Second Review:	50 points	B	80%-89% or 318-357 points
Third Review:	50 points	C	70%-79% or 278-317 points
Fourth Review	50 points	D	60%-69% or 238-277 points
Fifth Review	50 points	F	59%-0% or 0-237 points
Annotated Bibliography	150 points		
Total Points Possible	400 points		

Schedule of Reading and Writing Assignments:

Below is the schedule of reading and writing assignments for the semester. The schedule is subject to change, though I will give you an e-announcement if it does. Remember: you review five of the assigned books (excluding *A People at Arms* and the Turabian guide).

Week	Reading Assignment	Writing Assignment
Week of Jan 14	Purchase Books (though you should have started this already and I hope most are in) and start reading Nelson and Sheriff, <i>A People at War</i> . Continue reading this throughout the course.	Read through the material posted under "Course Documents." Your continued enrollment in the course indicates that you have read and understood all of the assigned material. Print out and read " Questions for HIS573 " and pay special attention to the "Broad Questions to Consider." You do not answer these for a grade, but they are essential questions for you to ponder as you study this era.
Week of Jan 21	Read " How to Write a Book Review " page (Under "Course Documents" in Blackboard) Read " Historiography. What the Heck is It? " (also under "Course Docs") Read through my instructions above on using the library's databases, and explore these	Contact me with any questions about how to write book reviews, historiography, and how to research historical topics <i>after</i> you have read these documents. I will grade your assignments with the understanding that you have read and comprehended these. It may help you to read some professional academic reviews. Use Academic Search Premier and other databases to read through the current issues of scholarly journals like <i>Civil War History</i> , <i>The Journal of Military History</i> , and <i>The Journal of Southern History</i>
Week of Jan 28	Read Sears, <i>Landscape Turned Red</i>	If you are reviewing Sears, this is due no later than midnight (CST), 1/30
Week of Feb 4	Read Taylor, <i>The Divided Family in Civil War America</i>	Reviews of Taylor are due no later than midnight (CST), 2/6
Week of Feb 11	Read Woodworth, <i>Davis and Lee at War</i>	Reviews of Woodworth are due no later than midnight (CST), 2/11
Week of Feb 18	Read Gallagher, <i>The Confederate War</i>	Reviews of Gallagher are due no later than midnight (CST), 2/20
Week of Feb 25	Read Bruce, <i>The Harp and the Eagle</i>	Reviews of Bruce are due no later than midnight (CST), 2/27
Week of Mar 3	Read Bleser and Gordon, <i>Intimate Strategies</i>	Reviews of Bleser and Gordon are due no later than midnight (CST), 3/5
Week of	Spring Break	Spring Break

Mar 10		
Week of Mar 17	Read Reardon, <i>Pickett's Charge</i>	Reviews of Reardon are due no later than midnight (CST), 3/19
Week of Mar 24	Work with the databases at the library and online. Great starting points: Newton Gresham Library's History Databases Page Dr. Bruce's Basic Tips for Research Page	Work with those databases! " America: History and Life " and " JSTOR " -- they're a great way to locate all the relevant books and articles for any topic. And be sure to re-read my search tips above to make sure you're searching properly. Some of my other favorites include: Civil War-era Newspapers Database and Early American Newspapers, Series I, 1690-1876
Week of Mar 31	Work on Annotated Bibliographies	Have you contacted me yet about the subject of your annotated bibliography? This needs to be settled ASAP so you can get moving on the project-- ILL is quick, but it does take some time. Email me with questions or to set up a time for a conversation by phone (I can call you so SHSU pays for it, don't worry about that). Sometimes it's easier to discuss these things by phone.
Week of April 7	Work on Annotated Bibliographies	Are you using InterLibraryLoan to acquire copies of the books and articles you're finding in the databases? Click on InterLibraryLoan and note their Distance Education services for students who only take classes off-campus, online, and live outside Walker County, TX.
Week of April 14	Work on Annotated Bibliographies	How is your 1-3 page summary of your topic coming along? Email me with questions or to set up a time for a conversation by phone (I can call you so SHSU pays for it, don't worry about that). Sometimes it's easier to discuss these things by phone.
Week of April 21	Work on Annotated Bibliographies	Work with those databases! If you're frustrated with the lack of current electronic articles in JSTOR, don't forget about Academic Search Premier --many of the top historical journals have their latest issues there.

<p>Week of April 28</p>	<p>Work on Annotated Bibliographies</p>	<p>How is your 1-3 page summary of your topic coming along? Email me with questions or to set up a time for a conversation by phone (I can call you so SHSU pays for it, don't worry about that). Sometimes it's easier to discuss these things by phone.</p>
<p>Week of May 5</p>	<p>Bibliography Project Due 5/5</p>	<p>Bibliography Project Due 5/5 Your full annotated bibliography (with title page, 1-3 page summary of the significance of the topic, including historiographical discussion, with endnotes, as well as annotated bibliography as described above) due to me via TurnItIn under "Course Documents" in BB and you need to post it for the class in the "Discussion Board." The document must be in MS Word or WordPerfect and scanned for viruses. If I or one of your classmates gets a virus from your document, you automatically FAIL THE COURSE.</p>
<p>Week of May 12</p>	<p>SHSU Final Exam Week</p>	<p>SHSU Final Exam Week</p>

COURSE POLICIES

NOTE: Student enrollment in this course confirms that you have read and accepted the following policies.

Plagiarism

Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. The SHSU Student Guidelines academic honesty policy states:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

See <http://www.shsu.edu/students/guide.html>

Please read Jules Benjamin's (A Student's Guide to History) [discussion of plagiarism](#) as well for further clarification.

Classroom Rules of Conduct:

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy. The Code of Student Conduct and Discipline is found at the following link:<https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances.

ADA Accommodations

Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the instructor on this matter as soon as possible to ensure a positive learning environment. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Classroom Visitors:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Religious Holidays:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Instructor Evaluations

You will be asked to complete a course/instructor evaluation form toward the end of the

semester.

Copyright Statement

The materials presented in this syllabus and course are copyrighted. Reproduction of these materials for commercial purposes without the express permission of the copyright holder is prohibited. Tape-recording of lectures is not permitted.

This course was designed and is maintained by Dr. Susannah U. Bruce
Late update: January 2008