

	<p style="text-align: center;"><b>MWF 11:00-11:50am</b>  <b>AB4 Room 305</b>  <b>Spring 2008</b></p> <p style="text-align: center;">Prof. Susannah U. Bruce  <b>Email:</b> <a href="mailto:sbruce@shsu.edu">sbruce@shsu.edu</a>  <b>Web:</b> <a href="http://www.shsu.edu/~his_sub">http://www.shsu.edu/~his_sub</a></p>
<p style="text-align: center;"><b>HIS 469.01</b></p> <p style="text-align: center;"><b>The Antebellum South, American Civil War, and Reconstruction</b></p> <p style="text-align: center;"><b>CID 3496</b></p>	

Welcome to HIS469! This 3 credit-hour course offers students the opportunity to study the sectional conflicts of the 1850s, the American Civil War, and the period of Reconstruction. This class focuses primarily on the military, political, institutional and diplomatic events of this era.

Click on the links below to jump to that section of the syllabus:

<p style="text-align: center;"><a href="#"><u><b>COURSE OBJECTIVES</b></u></a>  <a href="#"><u><b>REQUIRED TEXTS</b></u></a>  <a href="#"><u><b>OFFICE HOURS</b></u></a>  <a href="#"><u><b>ATTENDANCE</b></u></a></p>	<p style="text-align: center;"><a href="#"><u><b>EXAMINATIONS</b></u></a>  <a href="#"><u><b>RESEARCH PAPER</b></u></a>  <a href="#"><u><b>COURSE GRADING &amp; SCALE</b></u></a></p>	<p style="text-align: center;"><a href="#"><u><b>COURSE CALENDAR</b></u></a>  <a href="#"><u><b>COURSE POLICIES</b></u></a>  <a href="#"><u><b>LEARNING ASSISTANCE</b></u></a></p>
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**COURSE DESCRIPTION:** The required readings for this course will contribute to students' understanding of the Civil War era and will enhance our in-class discussions. James McPherson's *Ordeal by Fire* offers an excellent overview of the antebellum period, the Civil War, and Reconstruction. It will be an invaluable learning and reference tool in this course. In an effort to understand the broader experiences of soldiers and civilians, the motivations that led Northerners and Southerners to volunteer and to fight, the broader political issues tied to this conflict, how they played out on deadly fields of battle, and how soldiers and civilians alike adjusted to the postwar period, we will read Michael Barton's edited collection of essays in *The Civil War Reader Set* (NYU Press). Finally, to gain a better sense of the personal experience of war, we will read *The Harp and the Eagle: Irish-American Volunteers and the Union Army, 1861-1865*. This work offers insights into the ideology of military service and combat, focusing on Northern Irish Catholic soldiers, and examines why these men volunteered, what the war meant to them and to their families, and how their view of the war evolved over four long years. It is my hope that these books will help the class better comprehend this desperate and definitive American conflict.

In addition to the lecture and reading components of this course, students will research and write a 10-12 page paper on an approved topic ([click here for some possible options](#)) pertaining to the history of the Civil War era. The class will be guided through this process with separate due dates for meeting with me to select a topic, submitting a working bibliography, taking a draft of the completed paper to the writing center to improve spelling, grammar, and general writing skills, and finally submitting all of these materials with the final draft of the paper. Other grades in the course include the midterm and final exams, which include multiple choice, chronology, and mapping questions. This is the reason for the final required book for the class, Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

### **COURSE OBJECTIVES & OUTCOMES:**

HIS469 offers an examination of the sectional conflicts dividing the United States in the 1850s, the war these irreparable divisions created, and the period of Reconstruction when Americans, North and South, struggled with their reunion. Lectures and readings will include topics relating to social, political, military, diplomatic, ethnic, religious, and economic history, examining the impact of the Civil War era on the various peoples who comprised the Union and the Confederacy and how they, in turn, influenced the bloody conflict around them. As a result, successful students will have learned about the broad issues that shaped the war as well as the detailed experiences that defined it, and they will be intelligently conversant--in speech and in writing--on this momentous American era.

### **REQUIRED TEXTS (Listed in order of use in the class):**

McPherson, James M. *Ordeal by Fire: The Civil War and Reconstruction*. Third Edition. New York: McGraw Hill, 2001. 0072317361 MUST BE THIRD EDITION; make sure you buy this as one volume that covers antebellum, Civil War, and Reconstruction years--it's sometimes sold as three separate books.

Barton, Michael, et al. *The Civil War Reader Set: A Two Volume Set Including The Civil War Soldier and The Civil War Veteran*. New York: NYU Press, 2002. ISBN 0814752160

Bruce, Susannah U. *The Harp and the Eagle: Irish-American Volunteers and the Union Army, 1861-1865*. New York: NYU Press, 2006. ISBN: 081479940X

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.

➡ If you're really strapped for cash, you can temporarily substitute Jules Benjamin for Kate Turabian's guide. Benjamin's book is: *A Student's Guide to History*. 9th edition, Bedford/St. Martins, 2004. ISBN 0-312-40356-9 (9th or 10th edition is fine) (Free online)

**NOTE: For those of you strapped for cash, if the local bookstores (don't forget Hastings) are out of used copies on Barton, Bruce, or McPherson try some online sources: [Abe.com](#), [amazon.com](#) (used), and [barnesandnoble.com](#) (used). Just remember that you are responsible for getting these books ASAP so watch the shipping schedule to be sure they get to you within 1-2 weeks at MOST.**

### **Other Required Materials:**

One packet of version 882 scantrons, #2 pencils, and some CDs or a flash drive on which to save drafts of your research paper.

### **OFFICE HOURS:**

I hold regular office hours on Mondays, Wednesdays, and Fridays from 12:00pm to 1:00pm, and most Fridays from 9:00am to 10:00 am as well. I strongly encourage you to come see me during these times to discuss any questions you might have about the class, study methods, and history in general. If you have other classes during my office hours, we can set up an appointment for another time. NOTE: The moment you sense that you are falling behind, PLEASE come see me. The sooner we discuss the problem the sooner you can get back on track, and the better you'll do in the class. If you just have a *quick* question and don't have time to stop by my office, you can always email me at [sbruce@shsu.edu](mailto:sbruce@shsu.edu)

### **ATTENDANCE:**

You are expected to be in every class session and to arrive on time. In case of an emergency and you arrive late for class, students are expected to enter quietly and take the first available seat. If you enter class late routinely and I consider it distracting to the group, you may be asked to leave, and, if this behavior continues, to drop the course. See Course policies at the bottom of the syllabus.

### **EXAMINATIONS:**

There is a midterm and a final exam in this course. Each test will contain multiple choice questions, chronology and mapping sections. The tests are worth 100 points each. Be sure to bring a version 882 scantron to each exam.

### **RESEARCH PAPER:**

Each of you will select a topic pertaining to the Antebellum period, the American Civil War, or the era of Reconstruction as the subject of a research paper that is a required part of this course. Students will meet with me (see schedule below for all dates of meetings) to discuss their topic and to make sure it is an appropriate selection. When you meet with me, you will have a topic you have selected *typed* on a sheet with your name, course, date, and a few sentences about your topic. If I approve it at the meeting, you may submit this for your grade; if you need to revise it, you will need to resubmit your formal typed topic. (Reminder, all late assignments drop one letter grade per day late.) Click here for some [suggested topics](#) on the era of the American Civil War.

Then you will begin the process of researching your topic using the various databases available at the library or on the library website, as well as the journals and books in the stacks. (Click here for some [Basic Suggested Research Tools](#) for online primary source material) There is a list of recommended readings at the end of *Ordeal by Fire*, too, if you need some suggestions on works to consult for your topic. I am happy, as well, to answer questions you might have regarding your research.

### **Important Dates:**

By **February 4** (last name A-L) or **February 6** (last name M-Z) you need to meet with me in you office to discuss your research paper topic. You will present your topic to me typed, with your name, course, date as a heading at the top, the working title of your paper, and a brief paragraph describing what you plan to either argue or summarize (depending on your approach to the writing process) in your paper. These will be brief 10 minute meetings as outlined by the schedule in the calendar below. If your topic is approved, please post it in our course Blackboard Discussion Board. If I tell you to revise, please post the revised approved topic by the end of our meeting day. When you are not meeting with me, you should be working on your substantial reading assignments for this week. **See grading scale below for points possible for this assignment.**

By **Friday, March 7** students must submit their working bibliography for the research paper to my office (you can turn this in on Wednesday if you're leaving town early for spring break). NOTE: Your working bibliographies must have a minimum of 7 sources and must be balanced between primary and secondary sources, books and articles, and be properly formatted according to the Chicago Style. Only online material approved is *primary sources*--letters or newspapers, for examples, from participants directly involved in the event. **See grading scale below for points possible for this assignment.**

By **Friday April 18**, all students must have taken a **full rough draft** (i.e., not just a few pages, but a draft of the 10-12 page paper with endnotes and bibliography) through the [SHSU Writing Center](#). I **strongly advise making an appointment** since most of your classmates will be going through the center at this time and other campus students will be using the center, too. There are days when 130 students go through the Writing Center, and you may have to wait 2 hours to be seen. If you have an appointment, however, you are seen at the time of that appointment regardless of who drops by. **Make sure the Writing Center stamps your paper to clearly show that you were there.** See grading scale below for points possible for this assignment.

On **Wednesday, April 30** the final draft of your paper is due and it must **include a copy of the rough draft that went through the Writing Center**--allowing me to see that you have revised your paper. Also be sure to submit your endnotes and bibliography to the Writing Center and to me--all part of a complete paper. **See grading scale below for points possible for this assignment.**

**Remember that all late assignments lose one letter grade per day late.**

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

- Before you begin anything, please go online and read historian Jules Benjamin's discussion on [HOW TO RESEARCH A HISTORY TOPIC](#) and the steps to take when writing from the online version of his book *A Student's Guide to History*. Just click on this link (just above this line in blue), read each page, and then follow each link at the bottom of the screen to get to the next page. Read through this entire section (all of Chapter 4)
- CHECK-- Have you actually looked at those guidelines from Jules Benjamin I just recommended? I am not kidding about this. This is essential for quality writing, and when I grade *every* assignment in this class it will be with the understanding that you have read all of that material in Chapter 4.

### **Guidelines for Formatting Your Research Paper**

- All material that is a direct quote or PARAPHRASED (i.e. anything that is not your original idea--remember that it's better to be safe than sorry and fail the course on grounds of plagiarism) must be cited with endnotes. For instructions on the proper format for endnotes, this is a great time to crack open Kate Turabian's guide *A Manual for Writers of Term Papers, Theses, and Dissertations*. NOTE: Historians use the Chicago-Style and I will not accept another style in your papers.
- This paper should be 10-12 pages (approx. 2500-3000 words), double-spaced, with one-inch margins, and 12 pt. font.
- Please use endnotes (NOT footnotes). These begin on a separate page at the end of your paper, just before your bibliography. The title page, endnotes, and bibliography are **in addition to** the

10-12 page assigned pages of text.

- Remember to include your bibliography at the end of your paper. For help on formatting your bibliography, again see Turabian.
- The first page of your paper 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. Since you have this, there is no need to include the title and your name on the first page of text (e.g., page 2)
- All pages **MUST** be numbered.
- If you are using extensive quotes, remember to consider if it's really necessary to include such a long quote (it's usually best to paraphrase and keep your quotes small). If it is essential to your work, be sure to follow Turabian.
- Your bibliography must be included at the end of your paper and it must contain **at least 7 sources**, though I would expect more. Be sure to provide a balance of sources, both primary and secondary, using the databases I suggest below to located books, articles, published memoirs, online letters, etc. to assure your reader that you have thoroughly researched this topic. REMEMBER: 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 of these with me.
- **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.
- You are **REQUIRED** to submit a full rough draft of your paper to me to make sure you're on the right track.
- 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 final drafts of your papers will be submitted to me **NO LATER THAN Wed., April 30**. The full rough draft that went through the Writing Center must be submitted with this final draft. All late assignments lose one letter grade per day late. See the course schedule below for all due dates.

### **COURSE ONLINE ELEMENT:**

This syllabus and all additional course material are located on a course website based in Blackboard. Through this system, you can confidentially view all of your course grades as the semester progresses, download review sheets, and ask questions pertaining to various course topics.

### **GRADING SCALE:**

COURSE GRADING:		GRADING SCALE:	
Paper Topic Selection (meeting w/ me)	10 points	A	90%-100% or 358-400 points
Paper Research Lecture (in class)	15 points	B	80%-89% or 318-357 points
Endnotes and Bibliography Lecture (in class)	15 points	C	70%-79% or 278-317 points
Bibliography (turn in)	25 points	D	60%-69% or 238-277 points
Full Rough Draft through Wr. Ctr.	35 points	F	59%-0% or 237-0 points
Research Paper--Final Draft (turn in through TurnItIn in Blackboard & hard copy in class)	100 points		
Midterm Exam	100 points		
Final Exam	100 points		
<b>Total Points Possible:</b>	400 points		

**COURSE CALENDAR:**

NOTE: The instructor reserves the right to make changes to the syllabus as needed and will provide sufficient notice of such changes.

Week	LECTURE TOPIC	READING ASSIGNMENT
Mon, 1/14	Introduction to the Course: Why are we so obsessed with the American Civil War?	<i>Ordeal by Fire</i> , skim Chap. 1-2 <i>Civil War Soldiers</i> , Chap. 1
Mon, 1/21	NOTE: No class Monday -- MLK Holiday Conflict over Modernity <a href="#">Lecture Outline</a> The Antebellum America & the Conflict Over Slavery <a href="#">Lecture Outline</a>	<i>Ordeal by Fire</i> , skim Chap. 3-5 <i>Civil War Soldiers</i> , Chaps. 7 and 8
Mon, 1/28	Mexico, Filibusters, Nativism, the Mexican War, and Compromise <a href="#">Lecture Outline</a> <a href="#">Lecture Outline</a> Bleeding Kansas and the Union in Crisis <a href="#">Lecture Outline</a> Election of 1860 <a href="#">Lecture Outline</a>	<i>Ordeal by Fire</i> , skim Chap. 6-9 <i>Civil War Soldiers</i> , Chap. 14 and 16 Begin <i>The Harp and the Eagle</i>
	<p>➡ Mon &amp; Wed: Paper Topic meetings in my office</p> <p>➡ Friday: Paper Research Lecture (in class)</p>	<p><i>Ordeal by Fire</i>, skim Chap. 8-10 <i>Civil War Soldiers</i>, Chap. 16</p> <ul style="list-style-type: none"> <li>Monday, 2/4 = Last Name A-L</li> </ul> <p>Meet with me in my office</p>

<p>Mon, 2/4</p>	<p>On Monday and Wednesday of this week students will meet with me in my office to go over your topic, which you will present to me typed, with your name, course, date as a heading at the top, the working title of your paper, and a brief paragraph describing what you plan to either argue or summarize (depending on your approach to the writing process) in your paper. These will be brief 10 minute meetings as outlined by the schedule to the right. If your topic is approved, please post it in our course Blackboard Discussion Board. If I tell you to revise, please post the revised approved topic by the end of our meeting day.</p> <p>When you are not meeting with me, you should be working on your substantial reading assignments for this week.</p>	<p><b>during regular class time for approval of your topic (10 min meetings)</b></p> <ul style="list-style-type: none"> <li>• Post topic <u>typed</u> with your name and a few sentences explaining the subject of your paper in Blackboard Discussion Board end of the same day, 2/4</li> <li>• Some <b>topic suggestions</b> that might help if you're not sure what you want to write</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Wednesday, 2/6 = Last Name M-Z</li> </ul> <p><b>Meet with me in my office during regular class time for approval of your topic (10 min meetings)</b></p> <ul style="list-style-type: none"> <li>• Post topic <u>typed</u> with your name and a few sentences explaining the subject of your paper in Blackboard Discussion Board end of the same day, 2/6</li> <li>• Some <b>topic suggestions</b> that might help if you're not sure what you want to write</li> </ul>
<p>Mon, 2/11</p>	<p>The War Begins: What Each Side Hopes to Accomplish A Clash of Arms: Battle of First Manassas</p>	<p><i>Ordeal by Fire</i>, skim Chap. 10-11 <i>Civil War Soldiers</i>, Chap. 17 Continue <i>The Harp and the Eagle</i></p>
<p>Mon, 2/18</p>	<p>Sailors and the War: USS <i>Monitor</i> vs. C.S.S. <i>Virginia</i> Battle of Shiloh</p>	<p><i>Ordeal by Fire</i>, skim Chap.12-13 Continue <i>The Harp and the Eagle</i></p>
<p>Mon, 2/25</p>	<p>The Face of Battle: Meet the Soldiers, the Commanders, and the Experience of Combat</p>	<p><i>Ordeal by Fire</i>, skim Chap. 13-14 Continue <i>The Harp and the Eagle</i></p>
<p>Mon, 3/3</p>	<p> <ul style="list-style-type: none"> <li>➡ Mon: <b>Midterm Exam</b></li> <li>➡ Wed: Endnote and Bibliography Lecture</li> </ul> </p>	<p><b>Wed, Mar 1 = Working on bibliographies in class -- bring your working bibl. and the Turabian guide with you.</b></p> <p><b>Friday March 7: Working bibliography due. NOTE: Your working bibliographies must have a minimum of 7 sources and must be balanced between</b></p>

	<p>►Fri: Working bibliography due</p>	<p><b>primary and secondary sources, books and articles, etc. Only online material approved is <i>primary sources</i>--letters or newspapers, for examples, from participants directly involved in the event.</b></p> <p>Continue <i>The Harp and the Eagle</i></p>
Mon, 3/10	<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p>
Mon, 3/17	<p>Turning Point: Battle of Antietam Emancipation Proclamation Slavery and the War NOTE: No class this Friday -- Good Friday Holiday</p>	<p><i>Ordeal by Fire</i>, skim Chap. 14-15 <i>Civil War Soldiers</i>, Chaps. 10 and 21 Continue <i>The Harp and the Eagle</i></p>
Mon, 3/24	<p>Battle of Fredericksburg Immigrant Troops in the Civil War: The Irish Brigade</p>	<p><i>Ordeal by Fire</i>, skim Chap. 16-17 <i>Civil War Soldiers</i>, Chap. 11-12 Continue <i>The Harp and the Eagle</i></p>
Mon, 3/31	<p>Turning Point, 1863 Battle of Gettysburg Vicksburg Campaign The Draft</p>	<p><i>Ordeal by Fire</i>, skim Chap. 18-20 <i>Civil War Soldiers</i>, Chap. 13 and 24 Continue <i>The Harp and the Eagle</i></p>
Mon, 4/7	<p>Civil War Medicine and Ideology by 1864-1865 Political and Military Victory for the Union, 1864-1865</p>	<p><i>Ordeal by Fire</i>, skim Chap. 21-22 <i>Civil War Soldiers</i>, Chap. 4 Finish <i>The Harp and the Eagle</i></p>
Mon, 4/14	<p>Final Years of War: Turning Point--Atlanta &amp; Re-election of Lincoln The War Ends Friday: Writing Center Day</p>	<p><i>Ordeal by Fire</i>, skim Chap. 23-25 <i>Civil War Soldiers</i>, Chap. 19 and 27 <i>Civil War Veteran</i>, Chap. 2, 4, and 9 ►<b>Friday, 4/18:</b> Submit rough draft that has gone through the Writing Center by the end of the day today. (Make sure they know you need to use <b>endnotes</b> and are using the <b>Chicago Manual of Style and the Turabian Guide</b> to that)</p>
Mon, 4/21	<p>The Experience of Freedmen: The Challenges of Reconstruction</p>	<p><i>Ordeal by Fire</i>, skim Chap. 25-28 <i>Civil War Soldiers</i>, Chap. 22, 27 <i>Civil War Veteran</i>, Chap. 11, 14, and 15</p>
Mon, 4/28	<p>Lessons and Legacies of the Civil War</p>	<p><i>Ordeal by Fire</i>, skim 29-33 <i>Civil War Veteran</i>, Chap. 18, 20, 26 and 27 ►<b>Wed. 4/30 Final Deadline for <u>FULL</u> Rough Drafts of paper</b></p>



	Retreat from Reconstruction & The New South	<b>(all 10-12 pages) due (remember to post in Blackboard via TurnItIn, too)</b>
<b>Mon, 5/5</b>	Retreat from Reconstruction & The New South	<i>Civil War Veteran</i> , Chap. 28, 29, 30, and 31
<b>Mon, 5/12</b>	Final Exam Week--check online schedule for date and time	<b>FINAL EXAM</b>

**ASSISTANCE WITH LEARNING:**

Before we go any further, I'd like to encourage you again to contact me and/or the [SAM Center](#) (Student Advising & Mentoring Center) as soon as you find yourself confused by the material we're reading and discussing or if you're falling behind on your work. Some of you may wish to work with the [SAM Center](#) even if you're doing well, but wish to do better. They are "a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management and/or study skills," and *much* more. These services are available to you as an SHSU student, and I encourage you to take advantage of them. The [SAM Center](#) is located in room 210 in Academic Building IV, which is south of the Lee Drain Building at the corner of Avenue I and Bowers Blvd. You may contact them to make an appointment at [SAMCenter@shsu.edu](mailto:SAMCenter@shsu.edu) or by telephone (936) 294-4444. Remember, too, the [Reading Center](#) and the [Writing Center](#)

**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