

**Hist 409: Causes of the Civil War, 1828-1861**  
**Department of History**  
**College of Letters and Science**  
**University of Wisconsin-Milwaukee**  
**Fall 2020**  
**Dr. Lex Renda**

Office: Holton 316  
Office Fax: (414) 229-2435  
Cell Phone: (414) 351-0511  
E-mail: [renlex@uwm.edu](mailto:renlex@uwm.edu)

### **I. Course Objectives and Structure**

This course focuses on the political origins and timing of the American Civil War. Its purpose is to develop your understanding of why a sectional conflict between the North and the South of long duration ended in a civil war, and why it ended in a civil war when it did so. Although all explanations of the causes of the Civil War deal extensively with the institution of slavery, the emphasis of this course is more on the relationship between slavery and the politics of the era than on the nature of slavery itself.

*The instruction in this course is delivered, and the testing in this course is conducted, on-line.*

*NOTE: Class announcements will either be sent to you at your UWM email address or placed on the Canvas course home page. Note also that all deadline times listed in this syllabus and on the Canvas course site denote Wisconsin times.*

Aside from that in the assigned books, the instruction in this class is conducted entirely through the Canvas course system. To log onto Canvas, go to <https://uwm.edu/canvas>. On your dashboard, click the icon for this course. From the course site's home page, you can see all of the course components in six modules: "Overview", "Course Materials", "Discussions", "Wrap Up Messages", "Student Inquiries", and "Assignments." From time to time, "Announcements" will be placed at the top of the page.

### **II. Reading Materials**

The following required books may be purchased from the university bookstore at [uwm.ecampus.com](http://uwm.ecampus.com), and all of them have been placed on reserve at the Golda Meier Library (the Foner book can also be accessed online from the library website):

\* Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (Oxford University Press, 1995 edition). ISBN: 0195094972

\* Michael F. Holt, *The Political Crisis of the 1850s* (Norton, 1983 edition). ISBN: 039395370X

\* Stephanie McCurry, *Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country* (Oxford University Press, 1997).

ISBN: 0195117956

\* David M. Potter, *The Impending Crisis, 1848-1861* (Harper & Row, 1976).

ISBN: 0061319295

\* Harry L. Watson, *Liberty and Power: The Politics of Jacksonian America* (Hill and Wang, 2006 edition). ISBN: 0809065479

The required reading will also include a handful of primary documents, accessible from the Canvas course site.

### III. Office Hours

My office hours are virtual. If you have an inquiry, send me an email message and I shall respond to it. You may also reach me at my home/cell phone number (listed above) during the day and, at reasonable hours, during the evening.

### IV. Course Requirements

This course consists of five graded components:

Participation in Discussions	20%
Book Review	20%
Three Examinations	60% (20% each)

These components are described in detail below.

#### **Participation in Discussions**

All students are expected to participate in weekly on-line discussions of the reading, which shall be conducted on the Canvas course system, and which shall begin in the week starting on September 7.

To access the discussion questions, go to the Canvas course site, and then scroll down the home page to the "Discussions" module. You will be shown a list of each week's forum and discussion questions.

For each question the system will allow you either to add a message in which you give an original response to a topic/question, or to reply to existing messages. The weekly on-line discussions will run from Monday through Wednesday. **By Tuesday, at 11:59 P.M. (starting on September 8)**, students must add a message in which they respond, in a thoughtful manner,

to one (1) of the posted questions for that week. This required message must be at least 150 words in length. Students may post additional messages, as they wish, through Wednesday evening and they may (and in fact are encouraged to) engage with each other by posting replies to each other's posts. There is no word minimum on additional messages, should students choose to post them.

The professor's WRAP-UP messages for each of the discussion topics will become available shortly after the end of each week's discussion (see below for information on these messages)

### **Rules on Posting Responses and Comments**

Following are the rules and regulations for participation. Adhering to them will ensure more smoothly managed and productive discussions:

- 1) Before participating in the discussions, student must read my **“Guide to Historical Thinking and Writing,”** which can be accessed in the Course Materials module on the Canvas course site. It contains my requirements and guidelines regarding content, grammar, and style in historical writing, and it explains how one should approach the subject of history in general.
- 2) When adding or replying to messages, **read beforehand** all of the posted messages on the topic in question. That way you can make sure, ahead of time, that your message will contribute something new to the development of the discussion and will not be repetitive of what someone else has already said.
- 3) Please observe the rules of netiquette when posting messages. The internet is a “hot” medium, and people at times use intemperate language on the web that they would never use in a classroom. It is expected that students will exhibit courtesy and civility in all online discussions, and that they will refrain from using vulgar or offensive language. Posts that violate this requirement will be deleted and students will receive no credit for them. Students authoring additional offensive posts are subject to being dropped, administratively, from the course. We are all here to learn from each other in a friendly environment. Keep in mind also that discussions are useful only when they are structured and when points of view are intelligently expressed.
- 4) If you are replying to the posts of your classmates, do so with **constructive criticism**. Keep in mind that nothing of value is added to the discussion if, in an effort to be “nice,” you reply to posts by vacuously agreeing with what has already been articulated, and without building upon those posts. At the other extreme, it is equally useless to the class if you embark on a mean-spirited fault-finding mission.
- 5) Post messages on the system without attachments, for some students may not be able to open such files.
- 6) The Canvas system has spell-check and preview functions, and you are advised to use them when composing messages.
- 7) Do not use the system to discuss extraneous matters.

8) **Credit will not be given for late posts.** I do not accept as valid excuses for late posts either the lack of synchronization between your clock and that of the Canvas system or the existence of problems with your computer or with your internet connection. At numerous places on campus, as well as in any public library, you have access to the internet. To be frank, you have ample time to submit your required posts. If you wait until the last few minutes, you then do so at your own peril.

### **The Grading of Discussions**

Though it may not be necessary to read thoroughly every message posted for each discussion topic, students are expected to read most of the messages and to scan all of them, so as to gain a handle on the thrust of the discussions and to avoid posting redundant messages. Note that the Canvas system keeps a record of your activity, including a log of the posts you have viewed.

The messages you post in the Canvas course site's discussion forums constitute part of your written contribution to this class. I judge them the same way I judge all written work. It is expected that your messages will be thoughtful, thought-provoking, well-written, logical, and that they will reveal appreciation of the complexity of historical events and developments. Students should consistently participate, post responses to questions that address fully the question asked and which attempt to evaluate all sides of an issue, post messages whose major points draw from the evidence in the reading and are insightful to the point that others can build upon those messages, and (should they choose to do so) comment on the messages of others with constructive criticism. Students are expected to focus on the causes and meaning of historical change more than on whether events and developments were good or bad, and, while seeing connections between the past and the present, not to impose the present upon the past.

As for the word minimum indicated above, it is intended as a guideline for students who don't know "how much is enough." Although it will be loosely enforced, in the end your words will be, as the saying goes, more "weighed than counted." I am interested in lively, structured historical discussions. If you take an active orientation toward the class material, you will excel in these discussions and the word minimum will fade in importance.

If you are dedicated to learning you will probably desire to post more than the one required message per unit, and you are encouraged to do so. **Ultimately, your class discussion grade will be based on a) the consistency of your participation (meaning that you have posted one response to a question for each unit, in a timely manner) and b) the effort behind, and quality (meaning the originality, elegance, logic, and relevance) of, your messages.**

Twice during the semester -- once in mid-October, and then again in late-November -- I shall post in the Canvas grade book "progress" grades on your participation to date.

### **Professor's WRAP UP Messages**

The professor's WRAP-UP messages for each of the discussion topics will become available shortly after the end of each week's discussion. To access the WRAP-UP message, scroll down the home page to the "Wrap Up Messages" module. Under the "Wrap-Up Messages" module, you will see links to the WRAP-UP messages for each week's discussion topics, as they become available. Although these are, to some extent, mini-lectures in which I give my interpretation (as

well as those of other historians) of the topics under discussion, I call them "wrap-up" messages because more often than not I adjust them to reflect what was (and what was not) expressed in the on-line discussion forum. Students' comments often induce me to re-think my opinions and perspectives, and as a consequence I find myself adding to and subtracting from what I had already written. As noted above, I will participate in the on-line discussions themselves if I think that my input will steer a discussion in a manner desired, but I do not like to express my full-fledged opinions until after the discussions have ended, lest students be unduly influenced by my viewpoints while the discussions are in progress.

### **Book Review**

All students shall write a review of Stephanie McCurry's *Masters of Small Worlds*. The book review shall be five (5) pages in length, or roughly 1,250 words (apart from those in the title page, footnotes/endnotes, and bibliography). Before writing the book review, students must consult my "**Book Review Guide**" and my "**Guide to Historical Thinking and Writing**," both of which can be accessed in the Course Materials module on the Canvas course site. The first guide explains what is expected specifically in a book review. The second guide contains my requirements and guidelines regarding content, grammar, and style in historical writing, and it explains how one should approach the subject of history in general. As noted above, it applies to the writing of papers as well as to participation in discussions.

The review is to be submitted to the Canvas drop box (scroll down the Canvas course's site home page to the "Assignments" module, click the "Book Review" link, and follow instructions). Please be sure to compose your paper in either Microsoft Word or a compatible format, for I cannot assign credit for a paper which I can not open. Students must submit their papers to the drop box no later than **December 9 (at 11:59 P.M.)**.

*Late papers, as well papers sent to my email address or delivered as "hard copies," will not be accepted.*

I will provide general comments on your paper in the feedback window of the drop box. Most of you will regard this commentary as a sufficient explanation of my evaluation of your review. If you would like a more detailed -- even a line by line -- evaluation of your review, I will, upon request, provide the same to you over the phone or, if that proves impractical, in person.

### **Examinations**

The course will consist of three examinations, each one of which will be administered on the Canvas system. To access the examinations, scroll down the home page to the "Assignments" module, and click the links to the exams.

Each examination features 40 questions, the correct answers to which are worth 2.5 points each. On each exam, 39 of the questions will be of the multiple-choice variety, and there will be one matching question.

The exam questions will test your knowledge and comprehension of:

1) Selected key terms and concepts that reflect basic, factual knowledge of the major events and developments of the era studied (for a list of terms and concepts likely to appear on the exams, see the “**Selected Key Terms and Concepts**” document, which can be accessed from the “Course Materials” module on the Canvas course site);

and

2) The interpretations given in the professor's WRAP-UP messages on the Canvas course site (see above for an explanation of how to access these messages) as well as the interpretations given in the texts assigned in the course.

When taking these examinations, you must choose, for each question, the one response that **BEST** answers the question asked. In choosing the "correct" answers to the more interpretative questions, you are demonstrating your comprehension of, not necessarily your agreement with, the authors' or the professor's viewpoints.

You may take up to **two (2) hours** to complete each examination, but you are permitted to make only **one (1) attempt** to complete each of them. *I must be firm in adhering to this rule.* Please make sure that you have saved all your responses (including those you may have altered) before submitting your examinations.

To accommodate your busy schedules, I have structured the examinations in such a way so that you may take them at any time during specified time-slots that are **five (5) days** in length. The dates of these time-slots are detailed below in the course schedule.

**Note: For security reasons, and out of fairness to all students, I neither distribute exam answers nor return exams to students.**

Students should examine my “**FAQs**” document in the Course Materials module of the Canvas course site’s Content page for helpful advice on studying for and taking exams.

### **Grades**

Your grades for the various course components will be posted on the Canvas course site (just click on the "Grades" tab on the left-hand panel of the site). Shown also will be your current course average. Your final grade for the course will be entered on the PAWS system. Following is the grading scheme for the final course averages:

98.334 - 100.000	A+ (functionally, an A)
95.000 - 98.333	A
91.667 - 94.999	A-
88.334 - 91.666	B+
85.000 - 88.333	B
81.667 - 84.999	B-
78.334 - 81.666	C+
75.000 - 78.333	C
71.667 - 74.999	C-

68.334 - 71.666	D+
65.000 - 68.333	D
61.667 - 64.999	D-
58.334 - 61.666	F+ (functionally, a D-)
0.000 - 58.333	F

I reserve the right to curve grades if I deem it necessary. I also retain the right, in cases of significant improvement over time, to weigh more heavily work completed toward the end of the semester.

Quite often, students ask me what grades they need to get on the remaining assignments in order to obtain a minimally-desired final grade, or what will their final grade be if they obtain a certain grade on the remaining assignments. Here's a web site with a grade calculator that allows you to determine, easily, the answers to such questions: [http://www.benegg.net/grade\\_calculator.html](http://www.benegg.net/grade_calculator.html).

### V. Student Inquiries

Scroll down the home page of the Canvas course site and you will find a "Student Inquiries" module. Students may use "Your questions and my answers" forum in that module to ask me questions about the following:

- 1) The professor's WRAP-UP messages (I also welcome comments that challenge my interpretations); and
- 2) The reading assignments, after the discussions for the same have ended.

Out of fairness to all students, no questions will be answered during the exam periods, and the forum will be unavailable during those time periods. Students should not use the forum to ask questions about matters pertaining only to themselves. For answers to those questions, send me an email message.

### VI. Course Schedule

September 7 - 9	<p><b>Week One: The Problem of Civil War Causality</b>  <u>Read:</u>  Holt, pp. vii-xi, xvii, 1-16  Potter, pp.1-50  Foner, pp. vi - xxxix, 1-10  <i>By Tuesday, September 8 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
September 10	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
September 14 - 16	<p><b>Week Two: Origins of the Second Party System, 1819-</b></p>

	<p><b>1828</b>  <u>Read:</u>  Holt, pp. 17-22  Watson, pp. xi-xiii, 1-95, 172-187.  <i>By Tuesday, September 15 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
September 17	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
September 21 - 23	<p><b>Week Three: Sectionalism and the Formation of the Whig and Democratic Parties, 1828-1836</b>  <u>Read:</u>  Holt, pp. 22-29  Watson, pp. 96-171, 187-197  <i>By Tuesday, September 22 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
September 24	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
September 28 – 30	<p><b>Week Four: The Politics of Abolitionism and Economic Depression, 1835-1843</b>  <u>Read:</u>  Holt, pp. 29-38  Watson, pp. 198-274  <i>By Tuesday, September 29 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p> <p><i>(Recommendation: As this is a light assigned-reading week, it is suggested that you also begin reading and taking notes on McCurry's book, on which you are writing a review.)</i></p>
October 1	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
October 5 - 7	<p><b>Week Five: Territorial Expansion and the Slavery</b></p>

	<p><b>Extension Issue, 1843-1848</b></p> <p><u>Read:</u> Holt, pp. 39-66 Potter, pp. 51-82 <i>The Constitution of the United States</i> (accessible from the "Course Materials" module on the Canvas course site's home page). Pay special attention to Articles I, IV, and the amendments to the Constitution. <i>By Tuesday, October 6 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p> <p><i>(Recommendation: As this is a light assigned-reading week, it is suggested that you also continue reading and taking notes on McCurry's book, on which you are writing a review.)</i></p>
October 8	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
<b>October 7 - 11 (First Examination)</b>	<b>STUDENTS MUST TAKE THE FIRST EXAMINATION ON THE CANVAS COURSE SITE, to be completed and submitted by October 11, 11:59 P.M. The exam covers all assigned reading and the professor's WRAP UP messages posted through October 2.</b>
October 12 - 14	<p><b>Week Six: The Crisis and "Compromise" of 1850</b></p> <p><u>Read:</u> Holt, pp. 67-100 Potter, pp. 82-140 <i>By Tuesday, October 13 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
October 15	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
October 19 - 21	<p><b>Week Seven: Decomposition of the Second Party System, 1849 - 1853</b></p> <p><u>Read:</u> Holt, pp. 101-138 Potter, pp. 141-144, 177-198, 225-246</p>

	<i>By Tuesday, October 20 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i>
October 22	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
October 26 – 28	<b>Week Eight: Nebraska, “Free Labor,” and the "Slave Power Conspiracy"</b> <u>Read:</u> Holt, pp. 139-156 Potter, pp. 145-176 Foner, pp. 11-102 <i>By Tuesday, October 27 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i>
October 29	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
November 2 - 4	<b>Week Nine: Slavery, Liquor, and Catholicism: The Realignment of the 1850s</b> <u>Read:</u> Holt, pp. 155-181 Foner, pp. 226-260 Potter, pp. 246-259 <i>By Tuesday, November 3 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i>
November 5	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
<b>November 4 - 8 (Second Examination)</b>	<b>STUDENTS MUST TAKE THE SECOND EXAMINATION ON THE CANVAS COURSE SITE, to be completed and submitted by November 8, 11:59 P.M. The exam covers all assigned reading and the professor's WRAP UP messages posted in between October 3 and October 30.</b>
November 9 - 11	<b>Week Ten: Bleeding Kansas, Bleeding Sumner, and the Shaping of the Republican Party</b>

	<p><u>Read:</u>  Holt, pp. 183-199  Potter, pp. 199-224, 259-266  Foner, pp. 103-225  Republican Party Platform of 1856 (accessible from "Course Materials" module on the Canvas course site's home page)  <i>By Tuesday, November 10 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
November 12	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
November 16 - 18	<p><b>Week Eleven: <i>Dred Scott, Lecompton, and the Disruption of the Democratic Party, 1857-1858</i></b>  <u>Read:</u>  Holt, pp. 199-206  Potter, pp. 267-327  <i>By Tuesday, November 17 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p> <p><i>(Recommendation: As this is a light assigned- reading week, it is suggested that you also conclude reading and taking notes on McCurry's book, on which you are writing a review.)</i></p>
November 19	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page) are available.</p> <p><i>Note: I certainly do not require you to read these messages on Thanksgiving Day, but they will be available that day and should be read in a timely manner – and no later than before you begin studying for the third exam.</i></p>
November 23 - 25	<p><b>Week Twelve: Lincoln, Douglas, and Insurrection: The Northern Debate on Race and Slavery, 1858-1859</b>  <u>Read:</u>  Foner, pp. 261-300  Potter, pp. 328-404  Holt, pp. 206-214</p>

	<p><i>By Tuesday, November 24 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
November 26 (or shortly thereafter)	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p> <p><i>Note: I certainly do not require you to read these messages on Thanksgiving Day, but they will be available beginning on that day and should be read in a timely manner – and no later than before you begin studying for the third exam.</i></p>
November 30 – December 2	<p><b>Week Thirteen: The Election of 1860</b></p> <p><u>Read:</u>  Holt, pp. 214-217  Potter, pp. 405-484  Foner, pp. 301-313  Republican Party Platform of 1860 (accessible from the "Course Materials" module on the Canvas course site's home page)  <i>The Constitution of the United States</i> (accessible from the "Course Materials" module on the Canvas course site's home page). Pay special attention to the amendments to the Constitution.</p> <p><i>By Tuesday, December 1 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>
December 3	<p>Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).</p>
December 7 - 9	<p><b>Week Fourteen: The Secession Crisis and Onset of the Civil War</b></p> <p><u>Read:</u>  Holt, pp. 218-259  Potter, pp. 484-583  Foner, pp. 313-317</p> <p><i>By Tuesday, December 8 (11:59 P.M.), students to post one message in which they respond to a posted question or topic. Students may post additional messages on any or all questions, or reply to other students' messages, as they choose.</i></p>

<b>December 9 (Book Review)</b>	<b>BOOK REVIEW of McCurry's <i>Masters of Small Worlds</i> DUE (click on the "Book Review" link in the "Assignments" module of the Canvas course site's home page, and follow instructions to submit review), by 11:59 P.M.</b>
December 10	Read Professor's WRAP UP messages for this week's discussion topics (accessible from the "Wrap Up Messages" module on the Canvas course site's home page).
<b>December 16 - 20 (Third Examination)</b>	<b>STUDENTS MUST TAKE THE THIRD EXAMINATION ON THE CANVAS COURSE SITE, to be completed and submitted by December 20, 11:59 P.M. The exam covers all assigned reading and the professor's WRAP UP messages posted since October 31.</b>
<b>Date range TBD</b>	<b><u>Course Evaluation (Voluntary):</u> Students may (and are encouraged to) complete the anonymous course evaluation survey. The dates and manner for completing the survey will be announced during the semester.</b>

## VII. Graduate Students

Students taking this course for graduate credit must (in addition to satisfying the other requirements of the course) write a **ten-page** paper comparing two different historians' interpretations of an issue pertaining to American society, culture, or politics in between 1820 and 1860. I must approve the topic beforehand and I will assign the books to be read and analyzed. Students must inform me of the topic of their choice by **October 13**. The paper must be submitted to the folder labeled "Graduate Student Papers" in the Assignments module of the Canvas course site no later than **December 2** (11:59 P.M.).

Students must consult my "**Book Review Guide**" and my "**Guide to Historical Thinking and Writing**," both of which can be accessed in the Course Materials module on the Canvas course site. The first guide explains what is expected specifically in a review essay (which essentially is the same as in a book review, only in this case you are comparing the works of two authors). The second guide contains my requirements and guidelines with regard to content, grammar, and style in historical writing, and it explains how one should approach the subject of history in general. As noted earlier, it applies to the writing of papers as well as to participation in discussions.

The paper shall account for **25% of the final course grade**, and the percentages of the final grade attributable to the other elements of the course shall be adjusted proportionally. I shall inform you of your grade in the feedback window of the dropbox.

## **VIII. Miscellaneous Matters**

### **Academic Ethics**

Students are expected to approach their work honestly, and not to cheat or commit plagiarism. All students should read the document “**Academic Ethics**” that is posted in the Course Materials module on the Course Materials module on the Canvas course site.

### **Academic Advising in History**

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> for information on how to proceed.

### **University Policies**

Following is a link to university policies regarding accommodations for students with disabilities, required military duties, and religious observance obligations; procedures involving complaints and grade appeals; and policies regarding incompletes as well as discriminatory and academic misconduct: [http://www4.uwm.edu/secu/news\\_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)