University of Wisconsin-Milwaukee
College of Letters and Science
Department of History

Dr. Lex Renda
Hist 595, Lec 201
The Quantitative Analysis of Historical Data
Fall 2020

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

I. Course Objectives and Structure

History 595 is a "how to" course. It teaches you how to use statistics to answer questions. It provides you with a solid introduction to statistical methods from a mathematical standpoint, as well as from a conceptual perspective. I do not assume that you have knowledge of statistics or any math beyond basic algebra, and your calculator will perform all of the computations. Nonetheless, you must give the calculator the correct instructions and know how to interpret the results. This course does not involve the use of statistical software. Although students who pursue quantification beyond this course will want to become acquainted with software that performs the procedures that we'll be learning (and I am more than happy to offer you advice as well as a tutorial in the use of certain software), it is my firm belief that you should first master the basic mathematical and theoretical foundations of these methods. Without those foundations, one develops a superficial understanding of statistics--a level of comprehension that often leads to their misuse.

While the questions, data, and applications we shall examine will usually be drawn from the disciplines of history and other social sciences, you will be able to use the skills you learn to analyze all types of quantitative questions. These skills will be important to you if you pursue graduate training in history or other social sciences, and they will be equally useful if you pursue a career in business, government, or teaching. I also use several "everyday" examples of statistical inference that will enable you to understand the use and abuse of statistics, regardless of your chosen career.

This course satisfies the methods requirement of the History major as well as that of the Broad Field Social Sciences Education –History major, the Formal Reasoning component of the College of Letters and Science's Mathematics and Formal Reasoning requirement for B.A. degree students, and the University of Wisconsin-Milwaukee's campus-wide Quantitative Literacy Part B requirement, for which the primary learning outcomes are: 1) Students will recognize and construct mathematical models and/or hypotheses that represent quantitative information; 2) Students will evaluate the validity of these models and hypotheses; 3) Students will analyze and manipulate mathematical models using quantitative information; 4) Students

will reach logical conclusions, predictions, or inferences; and 5) Students will assess the reasonableness of their conclusions.

Pursuant to UWM credit hour policy, the investment of time by the average student for this 3-credit course is 144 hours in working through the on-line materials, assignments, examinations, and for preparation and study.

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

Class announcements will either be sent to you at your UWM email address or placed on the Canvas system course site. 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 eight modules: "Overview", "Course Materials", "Lectures", "Homework Assignments (Preview)", "Assignments and Exams", "Homework Answers", "Student Inquiries", and "Supplemental Materials." From time to time, "Announcements" will be placed at the top of the page.

Note also that all deadline times listed in this syllabus and on the Canvas course site denote Wisconsin times.

II. Course Materials

Reading

There are no required books in this class. The required reading consists of my on-line lectures. It has been my experience that the vast majority of students find statistics textbooks exceedingly jargon-filled and unnecessarily complex. As an aside, I happen to agree. Still, I realize that some students prefer a textbook, and indeed, for the student who wants to delve more deeply into some of the topics we'll be discussing, a textbook is necessary. I have therefore placed on order with the UWM virtual bookstore the following **optional** title (and I have also placed it on reserve at the Golda Meier Library):

* Charles H. Feinstein and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians* (Cambridge University Press, 2002). ISBN: 0521001374

This book is geared toward history students and contains less jargon than that normally found in statistics textbooks.

Optional Video Lectures on Reserve and On-line

The Media and Reserve room in the Golda Meier Library has a seven-disc DVD collection entitled *Against all odds: Inside Statistics*. The series features 26 programs, each about 30 minutes in length. The presentation of the material in these videos is very easy to follow and it supplements well my written lectures. Indeed, I have even drawn a few of the examples in the written lectures from these videos. I strongly encourage you to take advantage of this resource. The course schedule indicates which programs correspond with which written lectures. A more recent version of that same series is now available online. Point to:

http://www.learner.org/courses/againstallodds/. The programs are numbered differently than in the DVD set (there are more of them, though some are shorter in length than those on the DVDs), but a glance at the titles will tell you which ones will help with your understanding of particular lectures.

In addition, there are numerous free, instructional videos available on the web that can supplement the written lectures of this course. One series that I consider to be of high quality can be accessed on YouTube. Point to: https://www.youtube.com/user/BCFoltz/videos (be sure to click the "load more" button on the bottom of the page to see the full collection of titles).

Other

You will need the following:

* A scientific calculator (i.e., one with square root and logarithm functions), to be used for doing your homework and taking exams. Normally, this is available on the software that comes with personal computers and laptops (and sometimes, even with "smart" phones).
* Statistical charts and tables (these are accessible from the "Course Materials" module of the Canvas course site. It is recommended that you print out these charts and tables, as such will facilitate the completion of the written homework and the taking of the examinations; items # 3, 5, 6, and 7 should be printed out using landscape page set-up):

1) List of Statistical symbols used in this course
2) Z or Normal Distribution chart (also known as the "area under the curve" chart)
3) T Distribution chart
4) X^2 (chi-square) Distribution chart
5) F Distribution chart (Part A, probability value < .05)
6) F Distribution chart (Part B, probability value < .01)
7) F Distribution chart (Part C, probability value < .001)

III. Office Hours

My office hours are virtual. If you have an inquiry about something other than the course material, send me an email message and I shall respond to it. You may also reach me at my cell phone number (listed above) during the day and, at reasonable hours, during the evening. Please also see the online student inquiries forum, explained below, for instructions on how to ask specific questions about the material.

IV. Course Requirements

This course consists of two mandatory graded components, and two extra credit components:

Fourteen Weekly Homework Assignments	**7% (0.5% each)**
Three Examinations	**93% (31% each)**

Extra Credit (4 Assignments)	**Maximum 8 points (2 maximum points per assignment) added to final course grade**
Super Extra Credit Assignment	**Maximum 4 points added to final course grade**

Note: In cases of significant improvement over time, I reserve the right to weigh more heavily work completed toward the end of the semester.

These components are described in detail below.

Homework
As indicated in the course schedule, below, each week you are to read a lecture, answer homework questions, and then, after the homework deadline has passed, examine the correct answers and analysis. To fulfill this requirement, you will need to access the Canvas course site.

Following are the detailed steps you should take in completing each week's homework assignment:

1) Read the lecture for that week. To locate it on the Canvas course site, scroll down to the "Lectures" module. Once there, click the link for the week's lecture, and read the lecture.

2) Preview the week's written homework. Click, under the "Homework Assignments" module, the link for the week's written homework assignment.

3) Click the "Assignments" tab on the left. Then click on the link associated with the homework assignment in question. The homework assignment is set up essentially the same way as on the "Homework Assignment" module in step #2.

4) Answer the homework questions, as if you were taking a test. There is an **8-hour time limit** to answer these questions, and you will be permitted to make **only one (1) attempt** at answering them. *(It is partly for this reason that it is suggested that you preview the homework in step #2).*

5) When completing your written homework assignments, be sure to:

*Select the response (in multiple-choice and true/false questions) that **BEST** answers the question asked.
*Save a copy of your answers as well as your computations so that you will able to compare answers and calculations with the correct ones.
*Save all your responses (including those you may have altered) before submitting your homework assignment. Once you submit your answers they can not be changed.
*Submit homework before the announced deadlines. Out of fairness to all students, I must be firm in adhering to these deadlines. **Note that the weekly homework is to be submitted by Monday, at 11:59 P.M.**

6) At or around 8:00 A.M., the morning after the homework deadline, you will be able to access the correct answers and analysis. I have posted these, for each week, in the "Homework Answers" module.

I do **not** accept as valid excuses for un-submitted homework 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 complete and submit your homework assignments. If you wait until the last few minutes, you then do so at your own peril. At the other extreme, there are students who submit homework assignments weeks ahead of time. I do not object to this practice but note that once you have submitted your homework assignments I cannot accept any "substitution" or "replacement" assignments.

Examinations

There are three examinations and they will be administered on-line, using the Canvas system described above. Once on the course site, click the "Assignments" tab to access the list with the links to the examinations (the same list that contains the links to the homework assignments). Once you have clicked on the link to an exam, please read, before starting thee exam, the exam description, as it contains important instructions.

The first examination (Exam #1) consists of 25 multiple-choice questions (worth 4 points each), plus an extra credit, fill-in-the-blank question (worth 10 points). The second examination (Exam #2) consists of 8 multiple-choice questions (worth 12.5 points each), plus an extra credit, fill-in-the-blank question (worth 10 points). The third examination (Exam #3) consists of 15 multiple-choice questions and 5 true/false questions (worth 5 points each), plus an extra credit, fill-in-the-blank question (worth 10 points). The specific lectures covered in each examination are detailed below in the course schedule.

When taking these examinations, you must choose, for each question, the one response that **BEST** answers the question asked. **You may take up to three (3) hours to complete each of the examinations**, 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. Please make sure that you have paper readily available to you on which to perform your calculations, and a scientific calculator to facilitate your efforts. Make sure, also, that you have printed out the statistical charts (as indicated in the exam instructions) that are required for answering the questions.

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, each one of which is **five days** in length. The dates of the examination 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.

Extra Credit Assignments
In my judgment, extra credit assignments serve numerous purposes. In the first place, they reinforce what you are currently learning; second, they help you prepare for exams; third, they allow you to improve your grade in a manner that instills pride -- since the extra credit obtained is earned; and fourth, they reward you (by their position here in the back end of the course) for persevering and not giving up in the event that you get off to a rocky start in the course.

There will be four regular extra credit homework assignments during the second half of the semester (due 3 days after the deadlines for the required homework assignments in weeks eight, ten, twelve, and thirteen, respectively). Success on these assignments can each augment by upwards of 2 points (8 points total) your final course average. The fifth (or super) extra credit homework assignment is due 3 days after the deadline for the required homework assignment in week fourteen, and success on this assignment can augment by upwards of 4 points your final course average. Students should access these assignments and submit their answers to the questions on them on the Canvas system in the same manner as in the case of the required homework assignments.

V. Student Inquiries

Students often have questions about the material. To field and respond to these questions, I have established a student inquiry module on the Canvas course site. Click the link in that module for the "Your Questions and My Responses" forum. Here you may initiate threads by asking a question; you can also reply to responses with follow-up questions. **I prefer that students use this forum, rather than email, to ask me questions about the material, as more often than not multiple students have the same or similar questions.** Out of fairness to all students, questions will not be answered during exam periods, and the forum will be unavailable at those times.

Rules on Posting Questions and Comments
I ask that everyone follow the rules and regulations below:

1) Do **NOT** seek or give out homework or exam answers, as such actions constitute academic misconduct.

2) Please observe the rules of "netiquette" when posting questions and comments. The internet is a hot medium, and people at times use intemperate language on the web that they would never use in a classroom. We are all here to learn from each other in a friendly environment.

4) Post messages on the system without attachments, for some students may not be able to open them.

5) Use the system only to post messages potentially of interest to the entire class. If you wish to discuss with me an issue that concerns only you, send a message to me at my email address. Also, do not use the forum to discuss extraneous matters.

VI. Words to the Wise

This can be a difficult course. But that difficulty arises not so much from its mathematical

dimension (there is no computational procedure more complicated than determining a square root or a logarithm--and your calculator performs those tasks for you) as from its conceptual aspect. The vast majority of students in this class are either history majors or history education majors, and to be frank, this course requires students to think about events and developments in ways fundamentally different from ways of thinking ordinarily expected in a history course. Also, unlike some courses, the material is cumulative. In at least one sense, learning quantitative methods is akin to learning a foreign language, in that each week's material builds upon what was learned in previous weeks. As for the final grade you can anticipate earning, my experience has been that while it is probably no more difficult to get an "A" than in other history courses, it is more difficult to get a "B-". By that, I mean that whereas this course, just like any other, rewards dedication and hard work, it does not reward mediocrity. Nearly all of the homework and exam questions are of the multiple choice or true/false varieties. They have straightforward, "correct" answers, and no partial credit is given for incorrect answers. One can not successfully "fake" one's way through this class. Furthermore, I normally do not curve grades in this course. Instead, and as indicated earlier, I offer extra credit questions on exams and (during the second half of the course, when the material becomes more difficult) extra credit assignments. The grade you receive in this course is the grade you have earned.

You should read the assigned material very slowly and very carefully. The amount of required reading per week is quite limited. But it, just like the homework problems, must be approached with an active, not a passive, orientation. To be sure, I have tried to make my lectures as interesting and as jargon-free as possible, but one cannot expect explanations of statistical methods to read like a trash novel. Do not be lulled into a state of complacency by the relative simplicity of the first few weeks' lectures; for the material will get more complex as the course unfolds. Do not blow off the reading and written homework assignments. The written homework directly counts for little in terms of your course grade, but it is critical to your mastery of the material and your preparation for exams. Do not hesitate to ask questions about the material. Do not fall behind.

I also want to emphasize that it is critically important that **you** take the **initiative** in this course. If you do not understand something, you must (since I can not read your mind) ask me to explain further the issue that is puzzling or confusing to you. I suggest that you give yourself plenty of time to do the reading assignments, so that if you have difficulty understanding something you will have time to seek assistance. Your performance on the homework assignments should give you a good indication of how well you are grasping the material. But I will not be able to help you unless you ask for help. Also, after I make the homework answers and the calculations thereof available to the class, it is **your responsibility** to compare your calculations to mine and to let me know if you do not understand the methods or results.

Beyond reading the assigned lectures, solving the homework problems, and diligently comparing your homework answers and calculations to mine, there are several ways to improve your understanding of the course material:

1) Ask me questions on the Discussions forum.
2) Read my comments on the Discussions forum.
3) Give me a phone call.

4) Form and/or participate in an informal study group.
5) When studying past weeks' material, change the figures in the homework problems and, if you are not clear as to whether you solved them correctly, send me your analysis and answers.
6) View the optional video lectures.
7) Read the optional Feinstein and Thomas textbook. In addition, you might consider checking out from the library a more conventional, standard textbook that has practice problems for the different statistical procedures we shall be learning.

Whether you are taking the course out of a desire to learn or simply because doing so fulfills a requirement, please keep in mind that I can only base my teaching of it on the premise that you are genuinely interested in the subject. To do otherwise would deprive you of the education to which you are entitled. Although the foregoing should be regarded as a truism, there have been occasions when students have complained to me that they are not interested in the course, that they are taking it only because they "have to" do so, and that I should keep that fact in mind when grading students' work. Leaving aside the fact that often in life we take actions only because we "have to" do so and are not judged more lightly for that reason, I must point out that even though passage of this course does satisfy several requirements, it is ***not specifically*** required for graduation, no matter what your major or school happens to be. True, History 595 "kills more than one bird with a single stone" in that it is an upper-division course and satisfies university, college, and major requirements. But the more important point here is that there are several options available to you, and if you have planned your individual curriculum with care, exercising those options will not be burdensome.

Having issued you the appropriate warnings, I would also like to say something upbeat, namely, that **this course can be loads of fun.** Learning a different way of conceptualizing history, or even learning how to make sense of statistics for everyday use, can be a very addictive (I mean that in a positive way) and rewarding experience. I sincerely hope that you will enjoy and make use of these methods in your schoolwork, in your career, and in life.

VII. Grades

Your homework grades, along with your examination grades, will automatically be posted on the Canvas system. Posted 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 course:

98.334 or higher	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

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 average grade on the remaining assignments. Here's a web site with a grade calculator that allows you easily to determine the answers to such questions: http://www.benegg.net/grade_calculator.html.

VIII. Course Schedule

Note: As indicated above, the lectures, written homework assignments, homework answers, and exams are to be accessed on the Canvas course site.

Week One:	**Types of Variables**
Reading Assignment:	Lecture One
Written Assignment:	Week One Homework. **Due: September 7.**
Optional Video:	*Against All Odds*, Program 1
Optional Reading:	Feinstein & Thomas, pp. 7 -11.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Two:	**Ratios, Proportions, Percentages, and Growth Rates**
Reading Assignment:	Lecture Two
Written Assignment:	Week Two Homework. **Due: September 14.**
Optional Video:	*Against All Odds*, Program 2
Optional Reading:	Feinstein & Thomas, pp. 33-42.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Three:	**Measures of Central Tendency and Dispersion**
Reading Assignment:	Lecture Three
Written Assignment:	Week Three Homework. **Due: September 21.**
Optional Video:	*Against All Odds*, Programs 3 and 4
Optional Reading:	Feinstein & Thomas, pp. 42-53.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Four:	**Z Scores and the Normal Distribution**
Reading Assignment:	Lecture Four
Written Assignment:	Week Four Homework. **Due: September 28.**
Optional Video:	*Against All Odds*, Programs 5, 12, 13, and 14
Optional Reading:	Feinstein & Thomas, pp. 53-65.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Five:	**Probability, Random Sampling, and Confidence Intervals for Single Means and Proportions**
Reading Assignment:	Lecture Five
Written Assignment:	Week Five Homework. **Due: October 5.**
Optional Video:	*Against All Odds*, Programs 17, 18, and 19
Optional Reading:	Feinstein & Thomas, pp. 117-141.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Six:	**Hypothesis Testing; Test of Significance for a Single Mean**
Reading Assignment:	Lecture Six
Written Assignment:	Week Six Homework. **Due: October 12.**
Optional Reading:	Feinstein & Thomas, pp. 149-165
Homework Answers	Available 8:00 A.M., the day after the assignment due date

FIRST EXAMINATION
OCTOBER 13 - OCTOBER 17

The Exam Covers Material from Week One Through Week Five. To access the exam, go to the "Assignments and Exams" module on the Canvas course site, then click the link for "Exam #1". Before taking the exam, please read the exam description, which includes important instructions. You may take up to three (3) hours to take this exam, but you are permitted to make only one (1) attempt to take it.

Week Seven:	**The T Distribution; Tests of Significance for a Single Proportion and Dependent (or Matched) Sample Means**
Reading Assignment:	Lecture Seven
Written Assignment:	Week Seven Homework. **Due: October 19.**
Optional Video:	*Against All Odds*, Programs 15, 20, 21, and 23
Optional Reading:	Feinstein & Thomas, pp. 165-170
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Eight:	**Differences of Two Means and Two Proportions**
Reading Assignment:	Lecture Eight
Written Assignment:	Week Eight Homework. **Due: October 26.**
Optional Video:	*Against All Odds*, Programs 22 and 23
Optional Reading:	Feinstein & Thomas, pp. 170-173
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Extra Credit Assignment #1	**Due: October 29.**
Assignment Answers	Available 8:00 A.M., the day after the assignment due date

Week Nine:	**Chi-Square and Cross-tabulation Analysis: Significance and Strength for Multiple Proportions**
Reading Assignment:	Lecture Nine
Written Assignment:	Week Nine Homework. **Due: November 2.**
Optional Video:	*Against All Odds*, Program 24
Optional Reading:	Feinstein & Thomas, pp. 204-210, 211.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Week Ten:	**Analysis of Variance: Significance and Strength for Multiple Means**
Reading Assignment:	Lecture Ten
Written Assignment:	Week Ten Homework. **Due: November 9.**
Optional Reading:	R. Darcy and Richard C. Rohrs, *A Guide to Quantitative History*, pp. 137-174 (on reserve).
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Extra Credit Assignment #2	**Due: November 12.**
Assignment Answers	Available 8:00 A.M., the day after the assignment due date

Week Eleven:	**Regression and Correlation, Part I**
Reading Assignment:	Lecture Eleven
Written Assignment:	Week Eleven Homework. **Due: November 16.**
Optional Video:	*Against All Odds*, Programs 7 and 8
Optional Reading:	Feinstein & Thomas, pp. 13-14, 71-86, 93-102.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

SECOND EXAMINATION
<u>NOVEMBER 17- NOVEMBER 21</u>
The Exam Covers Material from Week Six Through Week Ten. To access the exam, go to the "Assignments and Exams" module on the Canvas course site, then click the link for "Exam #2". Before taking the exam, please read the exam description, which includes important instructions. You may take up to three (3) hours to take this exam, but you are permitted to make only one (1) attempt to take it.

Week Twelve:	**Regression and Correlation, Part II**
Reading Assignment:	Lecture Twelve
Written Assignment:	Week Twelve Homework. **Due: November 23.**
Optional Video:	*Against All Odds*, Program 25
Optional Reading:	Feinstein & Thomas, pp. 103-109, 143-145, 175-179.
Homework Answers	Available 8:00 A.M., the day after the assignment due date

Extra Credit Assignment #3	**Due: November 26.**
Assignment Answers	Available 8:00 A.M., the day after the assignment due date.
Week Thirteen:	**Multiple Regression**
Reading Assignment:	Lecture Thirteen
Written Assignment:	Week Thirteen Homework. **Due: November 30.**
Optional Reading:	Feinstein & Thomas, pp. 231-248, 268-277.
Homework Answers	Available 8:00 A.M., the day after the assignment due date
Extra Credit Assignment #4	**Due: December 3.**
Assignment Answers	Available 8:00 A.M., the day after the assignment due date
Week Fourteen:	**Regression Assumptions and Dummy Variables**
Reading Assignment:	Lecture Fourteen
Written Assignment:	Week Fourteen Homework. **Due: December 7.**
Optional Video:	*Against All Odds*, Program 26
Optional Reading:	Feinstein & Thomas, pp. 249-268, 280-326, 384-418.
Homework Answers	Available 8:00 A.M., the day after the assignment due date
Extra Credit Assignment #5	**Due: December 10.**
Assignment Answers	Available 8:00 A.M., the day after the assignment due date

THIRD EXAMINATION
DECEMBER 15 - DECEMBER 19
The Exam Covers Material from Week Eleven Through Week Fourteen. To access the exam, go to the "Assignments and Exams" module on the Canvas course site, then click the link for "Exam #3". Before taking the exam, please read the exam description, which includes important instructions. You may take up to three (3) hours to take this exam, but you are permitted to make only one (1) attempt to take it.

Course Evaluation (Voluntary): Date range TBD
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.

IX. Graduate Students

Students taking this course for graduate credit are required, in addition to satisfying the other course requirements listed in this syllabus, to write a methodological review (5 to 7 pages in length) of a book (which I must pre-approve) in their field of interest. The book's arguments must be preponderantly based on the use of quantitative methods, and the review must focus on the author's use of those methods and data in sustaining his/her arguments. Students should read the "Methodological Book Review Guide," which is listed in the course materials module of the Canvas course site. The review is to be submitted to the Canvas drop box (click the "Graduate Student Papers" item on the "Assignments and Exams" page). Upload your paper as an attachment. Please be sure to compose your paper in Microsoft Word or a compatible format, for I cannot assign credit for a paper which I can not open. Students should inform me of the book

they wish to review prior to **October 17**, and they must submit their papers to the drop box no later than **December 2 (at 11:59 P.M.).** The paper comprises 10% of the final grade (with the other components' shares of the final grade adjusted proportionally). I shall post your paper grade in the feedback window of the drop box folder, and I shall manually adjust your course grades from what appears in the Canvas grades page.

X. 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 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/letsci/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