

Introduction to Historical Research

HIST 3300-006, Fall 2013

Tuesday & Thursday, 12:30 pm-1:50 pm, University Hall 08

Instructor: Dr. Sarah Rose

E-mail: srose@uta.edu

Office: UH 328

Office Hours: Tuesdays & Thursdays, 3:00-4:30 pm

COURSE DESCRIPTION

This course will introduce students to the craft of history in a hands-on manner. Students will explore the nature of history, the standards historians seek to follow, different ways of writing history, methods for evaluating evidence, and how to structure a narrative. To better focus our investigations, this class will concentrate on the history of disability in the United States—a field that ranges from Franklin Roosevelt, injured veterans, and freak shows to wheelchair sports, insane asylums, and telethons, among many other topics.

This course is designed to break the process of research and writing into a series of manageable steps and to help students build the analytical, research, and writing skills crucial for upper-level history classes. We will begin by exploring major and unique perspectives on the writing of U.S. disability history in the nineteenth and twentieth centuries. Students will then frame their own essay-length studies of a topic on the history of disability that can be written using the ample online and local collections of primary sources. Topics are not limited, but might include the role of presidential disabilities and chronic illnesses, experiences of workers in dangerous industries, the reintegration of disabled veterans, the Paralympics, and the role of ideas about disability in determining access to citizenship, among many other topics.

This course counts toward the Minor in Disability Studies.

STUDENT LEARNING OUTCOMES

After successfully completing this course, students will be able to:

- 1) Gather and distinguish between primary and secondary sources.
- 2) Analyze competing secondary historical accounts and discuss the differences in historians' interpretations of past events.
- 3) Drawing on their secondary historical knowledge, analyze and interpret primary sources in historical context.
- 4) Write a thesis-driven essay that presents a new and coherent interpretation of an aspect of U.S. disability history.

REQUIRED TEXTS (available on 2-hour reserve at the Central Library)

Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (Cambridge: Harvard University Press, 1985)

Paul K. Longmore and Lauri Umansky, eds., *The New Disability History: American Perspectives* (New York: New York University Press, 2001)

Richard A. Marius and Melvin E. Page, *A Short Guide to Writing about History, 8th edition* (New York: Longman, 2011)

RECOMMENDED TEXT (two copies available at reference desk at floor 2)

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition* (Chicago: University of Chicago Press, 2007)

(or more limited online version at

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

BLACKBOARD MATERIALS

All other readings will be available via the class Blackboard site. You can access these materials by navigating to <https://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3300-006, then "Readings" on the left-hand menu.

Please bring all readings under discussion to class.

COURSE REQUIREMENTS

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|----------------------------------|------------------------------|
| Participation and attendance | 10% (100 points) |
| Journal entries | 2.5% each (100 points total) |
| Analytical outlines | 10% (100 points) |
| Research development assignments | 10% (100 points) |
| Draft of research paper | 20% (200 points) |
| Final revision of research paper | 30% (300 points) |
| Oral presentation of research | 10% (100 points) |

Grading scale: A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 599 points and below

I will post grades for all assignments on Blackboard, as well as a midterm progress grade for participation.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, conducting research.

Regular class attendance and participation (10%): As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed three unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

| | |
|------------------------|---------------------------------|
| 0-2 unexcused absences | A = maximum participation grade |
| 3 unexcused absences | B = maximum participation grade |
| 4 unexcused absences | C = maximum participation grade |
| 5 unexcused absences | D = maximum participation grade |
| 6+ unexcused absences | F = maximum participation grade |

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During

discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up.

Journal entries (10%): To help you prepare for class discussion and practice careful, analytical reading, you will submit five journal entries on Blackboard during the first several weeks of class. The seven dates for which journal entries can be submitted are marked in the syllabus with “Assignment: Journal entry.” You can therefore choose to skip two of those days. Each graded entry will be worth 20 points (or 2% of your grade).

Journal entries should be ~2 substantial paragraphs long and should respond to the question posted for that day. (<http://elearn.uta.edu>). Each journal entry should directly engage with the readings for that day (e.g., quotes or examples); please give a page number if you use a quote.

Analytical outlines (12%): This assignment will help you practice critical reading skills and prepare you for upper-level history coursework. You will submit three analytical outlines of articles that we will read in class. Each outline should cover the following topics: 1) identify the historical problem or question that the author is seeking to address, 2) outline the major arguments and sub-arguments, 3) identify the primary sources used by the author, 4) state the implications of the argument for disability history, and 5) state your evaluation of the article. The analytical outlines will each be worth 40 points and will be due on Sept. 5, Sept. 12, & Sept. 26.

Research development assignments (13%): research questions, proposal, annotated bibliography, and “first page of paper.” You must turn in these assignments on time to receive these points.

Research questions (~1 page, 30 points), due Sept. 24: State and briefly discuss 3-4 questions that you are interested in investigating within disability history. Explain why these questions might be important to the larger field of study and why you are interested in them.

Research plan and annotated bibliography (3-4 pages, 50 points), due Oct. 10: Your research plan should outline your research topic, explain what historical questions your essay will attempt to answer, indicate how several other historians have approached this topic, and suggest how your research will contribute to current scholarship. Think about what might be controversial about your topic, unexplained, incomplete, or in need of reinterpretation. Although you probably will have several research questions that you wish to answer, focus on outlining an overarching question that will drive your research. Finally, address the “so what?” question: why is your project important and interesting to the study of history, writ large?

The annotated bibliography should briefly discuss the primary sources and secondary sources that you have found so far. Explain the different types of primary sources that you have identified, their location, and what they contain that is important for your project. Briefly comment on the books, journal articles, and book chapters that you have found thus far and their relevance to your project. If you are covering a topic about which no one else has written, explore what scholars have written on similar topics.

“First page” of research paper, due Oct. 29 (50 points): This is a first stab at writing your introduction in a clear and intriguing way. The introduction is always the hardest section to write, but we will discuss strategies and share “first pages” (first 2-3 pages if necessary) in class. Bring enough copies for everyone to read.

Grades for written work will be based on both the content and the quality of writing. Your paper must be typed in a standard 12-point font (e.g., Times, not Courier). You must properly cite all quotes, paraphrases, and ideas. We will discuss proper citation format in class.

Draft of research paper (20%): due to my office (UH 328) or the History Department office (UH 201) with a time stamp by 2 pm on Thursday, November 14; please also upload your draft to Blackboard.

This paper should draw on your research in primary and secondary sources and be 12-20 pages in length. You must have a thesis based on evidence that you thoroughly discuss within the body of the paper. Your draft must be properly footnoted (or an honest effort at following Turabian/Chicago style) and must be virtually free of grammatical errors. You must have someone else proofread it before you turn it in.

Oral presentation (10%): A ten-minute presentation near the end of the semester in which you outline your major research question, your key sources, and your findings, as well as answer questions from classmates. These presentations will be graded on clarity, organization, and presentation of your major argument and evidence. If at all possible, presentations should include illustrations and a good PowerPoint; we will talk about how to use PowerPoint. All students are expected to attend the presentations and to offer constructive criticism to their peers.

Final version of research paper (25%): due to my office (UH 328) or the History Department office (UH 201) with a time stamp by 1:30 pm on Thursday, December 12th; please also upload your draft to Blackboard. The final version should be revised in accordance with the comments that you receive on your draft and oral presentation.

Librarian to Contact: Joeli Gomez (joeli@uta.edu)

Etiquette

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students. *You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, play on your phone, send or read texts, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will not give you the benefit of the doubt if your final grade is on the border between two grades.

Unless you have a legitimate reason for having your phone out of your bag (e.g., family emergency) *and* you have asked permission from me, cell phones must remain on vibrate and in your bag for the duration of the class. Otherwise, I will count you as absent.

Other notes on grading

- 1) I will grant extensions on the short papers in cases of legitimate need, but you must request an extension at least 24 hours before the paper is due (except in case of emergency). Late assignments will be penalized one grade per day. Make-up exams will only be offered with a documented, legitimate excuse (e.g., police report or doctor's note).
- 2) I will consider improvement in your work over the course of your semester when calculating your final grade.
- 3) You must complete all assignments to pass the course.

IMPORTANT POLICIES

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. The final drop day is October 30. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

My Plagiarism Policy: If you copy someone else's words or ideas—from the internet, books, other people's papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library. Penalties for plagiarism on assignments will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to expulsion if you have a record.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Week 1

August 22: Introductions/What is history?

- Marius & Page, *A Short Guide*, p. 1-8
- Read the full syllabus and e-mail me with any questions (srose@uta.edu)

Week 2

August 27: What is disability? Reading secondary sources

- Simi Linton, *Claiming Disability: Knowledge and Identity*, (New York: New York University Press, 1998), pp. 8-33 (ch. 2: "Reassigning Meaning") **(Blackboard)**
- Groce, *Everyone Here Spoke Sign Language*, introduction and ch. 5-8 (pp. 1-11, 50-110)

Assignment: Journal entry

August 29: Disability in early America/Historical thinking

- Marius & Page, *A Short Guide*, p. 30-55
- Parnel Wickham, "Idiocy and the Law in Colonial New England," *Mental Retardation* 39, no. 2 (April 2001): 104-113 **(Blackboard)**
- Parnel Wickham, "Images of Idiocy in Puritan New England," *Mental Retardation* 39, no. 2 (April 2001): 147-151 **(Blackboard)**
- Excerpts from Kim E. Nielsen, *A Disability History of the United States* (New York: Beacon, 2012), pp. 31-40, 53-56 ("The Limits of Community Care" and "Remarkable Unremarkedness: Disabled War Veterans") **(Blackboard)**

Assignment: Journal entry

Week 3

September 3: The rise of the asylum/Evaluating primary sources

- Excerpt from Kim E. Nielsen, *A Disability History of the United States* (New York: Beacon Press, 2012), pp. 66-77 ("Institutions, Medicalization, and Treatment") **(Blackboard)**
- Nicole Rafter, "The Criminalization of Mental Retardation," in *Mental Retardation in America: A Historical Reader*, ed. Steven Noll and James W. Trent, Jr., (New York University Press, 2004), pp. 40-64 **(Blackboard)**
- Primary sources:
 - Samuel Gridley Howe, "A Selection from Report Made to the Legislature of Massachusetts Upon Idiocy (1848)" from *Mental Retardation in America*, pp. 23-26 **(Blackboard)**
 - Excerpt from Dorothea Dix, *Memorial to the Legislature of Massachusetts, January 1, 1843* **(Blackboard)**

Assignment: Journal entry

September 5: Life as a disabled worker/Locating primary sources

- Dea Boster, "I Made Up My Mind to Act Both Deaf and Dumb: Displays of Disability and Slave Resistance in the Antebellum American South," in *Disability and Passing: Blurring the Lines of Identity*, ed. Jeffrey A. Brune and Daniel J. Wilson (Philadelphia: Temple University Press, 2013), 71-98 **(Blackboard)**
- In *The New Disability History: John Williams-Searle, "Cold Charity: Manhood, Brotherhood, and the Transformation of Disability, 1870-1900,"* pp. 157-186

- Primary sources:
 - Letters from Ford Motor Company archives & research notes from social reformer John Fitch **(Blackboard)**

Assignment: Analytical outline #1 due

Week 4

September 10: Eugenics and citizenship

- Douglas C. Baynton, "Defectives in the Land: Disability and American Immigration Policy, 1882-1924," *Journal of American Ethnic History* (Spring 2005): 31-69 **(ER)**
- Martin Pernick, "Defining the Defective: Eugenics, Aesthetics, and Mass Culture in Early-Twentieth-Century America," in *The Body and Physical Difference: Discourses of Disability*, ed. David T. Mitchell and Sharon L. Snyder (University of Michigan Press, 1997), pp. 89-110 **(Blackboard)**
- Primary sources:
 - Examples of "ugly laws" from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**

Assignment: Journal entry and bring in a primary source on eugenics

September 12: Meanings of disability/Analyzing websites as sources

- In *The New Disability History*: Douglas C. Baynton, "Disability and the Justification of Inequality in American History," pp. 33-57
- In *The New Disability History*: Rosemarie Garland Thomson, "Seeing the Disabled: Visual Rhetorics of Disability in Popular Photography," pp. 335-374
- Primary source:
 - Images from Robert Bogdan's *Picturing Disability: Beggar, Freak, Citizen, and Other Photographic Rhetoric* (Syracuse: Syracuse University Press, 2012)

Assignment: Analytical outline #2 due

Week 5

September 17: Debating freak shows/Historiography

- Robert Bogdan, "The Social Construction of Freaks," in *Freakery: Cultural Spectacles of the Extraordinary Body*, ed. Rosemarie Garland Thomson (1996), pp. 23-37 **(Blackboard)**
- David A. Gerber, "The 'Careers' of People Exhibited in Freak Shows: The Problem of Volition and Valorization," in *Freakery* pp. 38-54 **(Blackboard)**
- Paul K. Longmore and Lauri Umansky, "Introduction: Disability History: From the Margins to the Mainstream," in Longmore and Umansky, *The New Disability History*, pp. 1-29

Assignment: Journal entry

September 19: Research strategies workshop at library and Special Collections

- Marius & Page, *A Short Guide*, p. 56-93

Assignment: Journal entry

Week 6**September 24: The rehabilitation movement/Research questions**

- Beth Linker, *The War's Waste: Rehabilitation in World War I America* (Chicago: University of Chicago Press, 2011), pp. 35-60 (ch. 2: **(Blackboard)**)
- Daniel J. Wilson, "Passing in the Shadow of FDR: Polio Survivors, Passing, and the Negotiation of Disability" in *Disability and Passing*, pp. 13-35 **(Blackboard)**
- Primary sources:
 - Rehabilitation pamphlet and advice manual **(Blackboard)**

Assignment: Research questions due; be prepared to briefly discuss yours in class

September 26: Disability Veterans/Thesis statements

- In *The New Disability History*: K. Walter Hickel, "Medicine, Bureaucracy, and Social Welfare: The Politics of Disability Compensation for American Veterans of World War I," pp. 236-267
- David A. Gerber, "In Search of Al Schmid: War Hero, Blinded Veteran, Everyman," *Journal of American Studies* 29 (1995), pp. 1-32 **(Blackboard)**
- Primary sources:
 - Political cartoons **(Blackboard)**

Assignment: Analytical outline #3 due

Week 7**October 1: Disability Communities & Disability Rights/Constructing a proposal & bibliography**

- Excerpt from Kim E. Nielsen, *A Disability History of the United States* (New York: Beacon Press, 2012), pp. 131-156 (ch. 7: "'We don't want tin cups': Laying the Groundwork, 1927-1968") **(Blackboard)**
- Paul K. Longmore, "The Disability Rights Movement: Activism in the 1970s and Beyond," in Paul Longmore, *Why I Burned My Book and Other Essays on Disability* (Philadelphia: Temple University Press, 2003), p. 102-115 **(Blackboard)**
- Primary sources:
 - Oral histories from Fred Pelka, *What We Have Done: An Oral History of the Disability Rights Movement* (Amherst: University of Massachusetts Press, 2012) & Susan Schwartzenberg, *Becoming Citizens: Family Life and the Politics of Disability* (Seattle: University of Washington Press, 2005) **(Blackboard)**

Assignment: Journal entry

******October 1, 2, & 3:** individual meetings with professor about potential topic****

October 3: Constructing a good proposal and bibliography, citing sources, & thesis statements

- Marius and Page, *A Short Guide*, p. 150-187 (ch. 6)

Week 8

October 8 & 10: independent work on proposal and bibliography (no class)

Assignment: Research plan and annotated bibliography due by 12:30 pm on October 10

- Upload to Blackboard & bring paper copy to my office (UH 328) or to the department office (UH 201) with a time-stamp)

Week 9

October 15 & 17: work independently on research (no class)

******October 14, 15, & 16** individual meetings with professor about research plan & bibliography****

- Marius & Page, *A Short Guide*, p. 94-118 (ch. 4)

Week 10

October 22 & 24: independent work on your research and writing; stop by or send an e-mail status update

******October 22 and/or 24:** optional thesis & outlining workshop(s)****

Week 11

October 29: Framing your argument

- Marius & Page, *A Short Guide*, p. 119-149 (ch. 5)

Assignment: "first page" of paper due

- Bring 20 copies of your "first page" to class; we will go over them as a group
- Be prepared to discuss what writing challenges you are facing, as well as ch. 5 of Marius and Page

******October 29, 30 & 31: The pleasure and pain of writing:** individual meetings with professor****

- Meetings will focus on first page, writing, and direction of project
- Be prepared to discuss Marius and Page, *A Short Guide*, appendix A with me

October 31: The makings of a good first draft

- Read sample research papers posted on Blackboard. We will discuss these first in small groups and then move to a class-wide discussion of grammar, style, and citation.
- We will also discuss best practices for oral presentations and you will sign up for a time slot

Week 12

November 5 & 7: work independently on draft (no class); stop by or send an e-mail status update

******November 5:** optional citation workshop****

Week 13

November 12: work independently on draft (no class)

November 14: first draft of research paper due in my office or UH 202 (with time stamp) by 12:30 pm; please also upload it to Blackboard! (no class this day)

Week 14

November 19 & 21: Class presentations start (attendance required!)

***NOTE: Class will start at 1:10 pm on the 21st

******November 19, 20, & 21:** Pick up drafts in individual meetings with professor****

Week 15

November 26: Class presentations continue (attendance required); continue revising draft

November 28: NO CLASS (Thanksgiving)

December 3: Class presentations continue (attendance required); continue revising draft

Finals Week

December 12: UPLOAD FINAL DRAFT TO BLACKBOARD AND DELIVER A PAPER VERSION TO MY OFFICE OR TO UH 201 (WITH TIME STAMP) BY 1:30 PM

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.