



HIST 349 - The Civil War and Reconstruction, 1848-1877

Fall, 2014

Section A

Jensen 2W

TTh 8:00-9:20



Dr. Kevin Gannon

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Office Hours:

MWF 10:30-11:30

@The Library

or by appointment



Grand View University

Course Goals:

Welcome to History 349! This course has several goals, embracing not only specific content, but the ways in which the class can serve as an significant experience in your liberal arts education here at G.V.U. To that end, the goals are broken down into six areas necessary for a *significant learning experience*.

This course will help you:

[Foundational Knowledge]

-Understand and Remember key themes, events, and people from the history of the United States during the eras of the Civil War and Reconstruction (1848-1877).

[Application]

-Develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.

-Achieve proficiency in academic writing by completing regular and varied writing assignments, written examinations, and a research project.

[Integration]

-Discern and articulate thematic connections that emerge from the course material.

-Understand and appreciate the historical context that informs today's society and events.

[Human Dimension]

-Gain confidence in your academic ability and develop the focus and time management skills necessary to successfully complete the assignments in this course.

[Caring]

-Value the acquisition of historical knowledge and the maintenance of historical literacy.

[Learning How to Learn]

-Develop an understanding of the skills necessary for success in this course—and an understanding of *why* they are necessary.

-Articulate how you will use the knowledge and skills acquired in this course in your academic and professional careers.

Course Description (from the GV Catalog)

This course is an intensive survey of US history from 1848 to 1877, covering the origins and course of the Civil War and subsequent efforts at Reconstruction. Particular attention is given to topics such as race, slavery, sectionalism, the aftermath of war with Mexico and the sectional crisis; se-

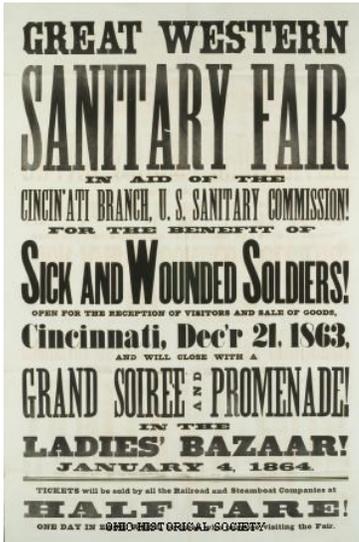
cession and the onset of war; the military course of the Civil War; the Union and Confederate home fronts; the social and cultural implications of the war; the war's conclusion and its immediate legacies; the political and social struggles over Reconstruction; the role of African Americans in the war

and reconstruction years; the impeachment of Andrew Johnson; and the incomplete resolution of Reconstruction and its legacies. Prerequisite: Completion of the English Proficiency requirement.

History Department Goals (The History “Credo”)

All History courses at Grand View will help you accomplish the following:

- Value lifelong learning and engagement with History
- To think like a historian:
 - understand causation
 - See the past and present as a continuum.
 - Foster global awareness and empathy for the other
 - Construct and critically approach narratives
- Proficiency in documentation and research.



"It is well that war is so terrible, else we should grow too fond of it."

~General Robert E. Lee to General James Longstreet

What We'll Study

This course will be a **Continental History** of the United States from 1848 to 1877. While the Civil War and Reconstruction were certainly dominant (and dominating) elements of the national experience in this era, there was much more to this turbulent and complex period than developments on eastern battlefields and inside the halls of national politics. We will attempt to study this era in a

manner in which the war and Reconstruction figure prominently, but not exclusively. In other words, we will move more complete sense of American history in this troubled period. We will look at not just North and South, but West as well. We will integrate groups such as workers, African Americans, women, and Native Americans more fully into the picture. We will, in short, attempt as best

we can to see this era as Americans of all varieties saw it—and lived it. You'll find that we depart in many ways from the traditional narratives of the period with which you might be familiar. I hope that departure proves fulfilling, and adds to your understanding and appreciation of this fascinating period of US history.

What We'll Use

The following texts are required for this course, and available in the Grand View Bookstore:

Robert Cook, *Civil War America: Making a Nation, 1848-1877*. Pearson Longman, 2003.

Maggi M. Morehouse & Zoe Trodd, eds., *Civil War America: A Social and Cultural History*. Routledge, 2013.

Brooks D. Simpson, *America's Civil War*. Harlan Davidson, 1996.

Earl J. Hess, *The Union Soldier in Battle: Enduring the Ordeal of Combat*. Kansas, 1997.

David Quigley, *Second Founding: New York City, Reconstruction, and the Making of American Democracy*. Hill & Wang, 2004.

Michael W. Fitzgerald, *Splendid Failure: Postwar Reconstruction in the American South*. Ivan R. Dee, 2007.

Additionally, there will be online resources and documents assigned throughout the semester. Links will be provided on our Blackboard course site.



A Note About Technology

We'll do much of the work for this course using GUV's campus network resources, especially Blackboard. Presentations, notes, assignments, and other course materials will be posted on the Blackboard course page; I will not distribute paper copies in class. I will require the electronic submission of assignments via email (as a Microsoft Word attachment), and you will receive my feedback and evaluation in this medium as well. Announcements and other matters outside the classroom will be conducted via GV email. Please check your account regularly; you are responsible for

any material distributed in this manner. You will be asked to submit your research trail assignments and term project on Blackboard, and I will post my evaluation and feedback there as well. Not only do we save trees by doing things this way—and who doesn't like trees?—but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. For those who wish, I will provide tutorials and personal assistance in resolving any issue you might have with these requirements. These tools are meant to make life

easier, not more complicated.



"The illiterate of the 21st century won't be those who can't read and write but those who can't learn, unlearn, and relearn"

-Alvin Toffler, North American writer and futurist

Course Expectations

- I expect you to be in class, on time, and prepared—as you no doubt expect of me. Please have the reading for each class completed before that day's session (consult the course schedule, below). Attendance will be taken regularly, and poor attendance will have an adverse effect on your grade—there are few guarantees in life, but that's one of them.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here. This class covers a range of extraordinarily interesting material. It is my goal that we discover, analyze, and absorb this material together, and

that we will all be significant contributors to the value of this course.

- I expect myself to treat you with respect and common courtesy, and I expect you to reciprocate with both me and your classmates. To that end, I have some specific requirements: latecomers should enter quietly and take a seat to the rear of the class. Also, all cell phones need to be silenced prior to entering class. I reserve the right to answer any phone that rings during class time and, if appropriate, make fun of your ringtone.
- Missed exams or assignments may only be made up if the absence is excused. I understand that unforeseen circumstances can arise during the semester; absences due to illness, grievous loss, other emergencies, or an official

university activity may be excused (but only with proper documentation).

- This course adheres to the provisions of the Grand View University Code of Integrity: **"As a member of the Grand View University community, and in accordance with the mission of the University and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty, and staff."**



A Union Army Hospital



Memorial to the members of the Sioux nation executed in the wake of the Sioux Uprising of 1862 near New Ulm, Minnesota

Course Assignments & Grading

Course Blog	200 points	<u>Grading Scale:</u>	
In-term Essays	100 points each		
Midterm Examination	100 points	90-100%	A
Term Paper Components	50 points	80-89%	B
Term Paper	150 points	70-79%	C
Final Exam/Reflections	150 points	60-69%	D
Attendance, Engagement, and Participation	150 points	Below 60%	F
TOTAL POINTS POSSIBLE:	1100 points		



1849 map showing routes to the California gold country

What We'll Do

Course Blog:

This semester, we'll publish a course blog: history349.blogspot.com. All of us will post, comment, and shape this published record of our time together. You will be responsible for regular posts, as well as interactions in the comments sections. Refer to the handouts on recapping and commenting for the specific expectations. The blog will be a place for us to continue discussions we begin in class, as well as bring in material and links from our own research and out-of-class reading. I hope that the blog will serve as a great resource over the course of the semester for you.

In-term essays:

You will be asked to write two brief essays during the semester (4-6 pages each) that address some of the larger issues and themes of a particular portion of the course. You won't need to do any additional research for these essays; rather, you'll draw upon our readings and class activities for your arguments and analyses. Specific assignment sheets will be forthcoming as the due dates for these essays approach.

Term Project:

You may choose either of the options below for your term project.

You will present your project at the end of the semester, as if we were conducting an academic conference on the Civil War Era. The presentation will be worth 50 points (one-third of your project grade). Detailed guidelines will be forthcoming.

Term Paper: the "standard"—a piece of original scholarship on your part, in which you research and write upon a particular topic germane to this era of US history. The paper should be at least 10-12 pages in length, consist of research in primary and secondary sources, and follow the guidelines given in the project description (see course webpage).

Historiographical Essay: all history majors at GUV should do one of these by the time they're done with their coursework; this project is also excellent preparation for those considering graduate education in history, or anyone seeking to build their skills in identifying, assessing, and mastering the scholarly literature that surrounds a particular historical topic. The essay should consider at least EIGHT secondary works (either monographs or scholarly articles) on your topic, and should be at least 9-11 pages in length. More specific guidelines are available in the project description (consult the course webpage), and sample Historiographical essays will be placed on reserve in the GV Library for you to peruse.

Whichever project you choose to complete, you will need to submit the final draft via Blackboard as an artifact of your continuing growth in the enterprise of a liberal arts education. ***I will not give credit for the assignment until it appears on Blackboard's submissions page.*** You can find due dates for specific portions of the term project assignment (e.g., proposal, topic, working bibliography, outline, rough draft, peer review) in the course schedule, below; these components will comprise 50 points of your final grade.

Midterm and Final Examinations:

Each of these exams will consist of both short-answer (identification) and essay questions. The final exam will be cumulative, since material doesn't get any less important once you take a midterm exam over it. There will be a take-home component to the Final Exam also, which will ask you to reflect on your learning and performance over the semester. I will post review materials on Blackboard at least a week before each examination, and we will spend some class time discussing the exams and their criteria as well.

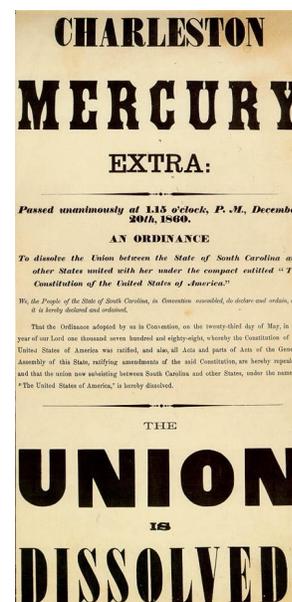
Monday, 8/25	Fall Classes Begin
Tuesday, 8/26	HIST 349 Begins Introducing the course and one another Dr. Gannon's birthday: celebrate appropriately.
Wed., 8/27	
Thursday, 8/28	Civil War Historiography <ul style="list-style-type: none"> Michael E. Woods, "What 21st Century Historians Have Said about the Causes of Disunion: A Civil War Sesquicentennial Review of the Recent Literature," <i>Journal of American History</i> 99 (Sept. 2012): 415-439. Blog Set-Up and Scheduling
Friday, 8/29	Last Day to drop a class without a "W" grade

Monday, 9/1	No Classes—Labor Day. Thank You, Labor Movement!
Tuesday, 9/2	Land of the Free, Home of the Slave <ul style="list-style-type: none"> Cook, Chapter 1.
Wed., 9/3	
Thursday, 9/4	Modernization and Slavery in American Society <ul style="list-style-type: none"> William G. Thomas and Edward L. Ayers, "The Differences Slavery Made: A Close Analysis of Two American Communities." http://www2.vcdh.virginia.edu/AHR/ Michael F. Conlin, "The Dangerous <i>Isms</i> and the Fanatical <i>Ists</i>: Antebellum Conservatives in the South and the North Confront the Modernity Conspiracy," <i>Journal of the Civil War Era</i> 4 (June 2014): 205-233. [Bb]
Friday, 9/5	

Monday, 9/8	Recommended Viewing: <i>The US-Mexican War, 1848-1848</i> . 2 parts. 4 hrs. <i>Amistad</i> . 2 1/2 hrs.
Tuesday, 9/9	Slavery and Abolitionism <ul style="list-style-type: none"> American Anti-Slavery Society, "Manifesto" (1833). William G. Harper, excerpt from "Slavery in Light of Social Ethics" (1837). John C. Calhoun, "Slavery a Positive Good" (1837). Frederick Douglass, "Love of God, Love of Man, Love of Country" (1847). [all of these are available on Blackboard]
Wed., 9/10	
Thursday, 9/11	The Mexican Arsenic <ul style="list-style-type: none"> Cook, Chapter 2. William Freehling, "The Armistice of 1850," in <i>The Road to Disunion: Secessionists at Bay, 1776-1854</i> (Oxford UP, 1990): 487-510. [Bb]
Friday, 9/12	

All reading assignments listed here are due for the class day on which they're assigned. The reading for a particular day needs to be completed before class on that date.

Our new government is founded upon exactly the opposite idea; its foundations are laid, its corner-stone rests, upon the great truth that the negro is not equal to the white man; that slavery subordination to the superior race is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth.
—Alexander Stephens,
March 21, 1861



Monday, 9/15	Recommended Viewing: <i>Bad Blood: The Border War that Triggered the Civil War</i> . 90 min.
Tuesday, 9/16	<p>Political Disintegration in the 1850s</p> <ul style="list-style-type: none"> Cook, Chapter 3 (to p. 91). Frederick Douglass, "The Meaning of July Fourth for the Negro" (1852). [Bb] <p>Term Project Proposal Due</p>
Wed., 9/17	
Thursday, 9/18	<p>Bleeding Kansas, Bleeding Summer</p> <ul style="list-style-type: none"> Christopher Phillips, "'The Crime against Missouri': Slavery, Kansas, and the Cant of Southernness in the Border West," <i>Civil War History</i> 48 (March 2002): 60-81. James Corbett David, "The Politics of Emasculation: The Caning of Charles Sumner and Elite Ideologies of Manhood in the Mid-Nineteenth Century United States," <i>Gender & History</i> 19 (August 2007): 324-345.
Friday, 9/19	

A Union soldier reads the Emancipation Proclamation to a houseful of slaves [original image in the George Eastman House]



"War loses a great deal of romance after a soldier has seen his first battle. I have a more vivid recollection of the first than the last one I was in. It is a classical maxim that it is sweet and becoming to die for one's country; but whoever has seen the horrors of a battle-field feels that it is far sweeter to live for it."

-Confederate General John Singleton Mosby

Monday, 9/22	Recommended Viewing: Ken Burns, <i>The Civil War</i> , Episode 1: "The Cause." 1 hr.
Tuesday, 9/23	<p>The Election of 1860 and "Secession Winter"</p> <ul style="list-style-type: none"> Cook, finish Chapter 3 and Chapter 4 (to p. 126). Simpson, Introduction and Ch. 1.
Wed., 9/24	
Thursday, 9/25	<p>Improvising War</p> <ul style="list-style-type: none"> Cook, review 2nd half of Chapter 4. Morehouse & Trodd (M&T), Chapter 6. <p>Essay One: Analyzing Secession DUE ON BLACKBOARD</p>
Friday, 9/26	

Monday, 9/29	Recommended Viewing: Burns, <i>The Civil War</i> , Episode 2, "A Very Bloody Affair," Episode 3, "Forever Free," 1 hour each.
Tuesday, 9/30	<p>Battlefields, 1861-1862</p> <ul style="list-style-type: none"> Simpson, Chapters 2-3
Wed., 10/1	
Thursday, 10/2	MIDTERM EXAMINATION
Friday, 10/3	



Cover of Harper's Weekly depicting Northern women knitting clothes for Union

Monday, 10/6	Recommended Viewing: Burns, <i>The Civil War</i> , Episode 4, "Simply Murder"; Episode 5, "The Universe of Battle"; Episode 6, "Valley of the Shadow of Death." 1 hr. each
Tuesday, 10/7	War Becomes Revolution <ul style="list-style-type: none"> Simpson, Chapter 4. M&T, Part V. Term Project Working Bibliography Due
Wed., 10/8	
Thursday, 10/9	Battlefields: 1863-64 <ul style="list-style-type: none"> Simpson, Chapters 5 and 7.
Friday, 10/10	Fall Break—No Classes



Political Cartoon from the Election of 1868

Monday, 10/13	Recommended Viewing: Burns, <i>The Civil War</i> , Episode 7, "Most Hallowed Ground"; Episode 8, "War is All Hell." 1 hr. each
Tuesday, 10/14	Homefronts: The Union <ul style="list-style-type: none"> Cook, Chapter 6. M&T, Chapters 9, 11, 19-22
Wed., 10/15	
Thursday, 10/16	Homefronts: the Union <ul style="list-style-type: none"> M&T, Chapters 4-5, 23-26
Friday, 10/17	Start reading Hess, <i>The Union Soldier in Battle</i> , if you haven't already.

Monday, 10/20	
Tuesday, 10/21	Homefronts: The Confederacy <ul style="list-style-type: none"> Cook, Chapter 5. Term Project Full Bibliography Due
Wed., 10/22	
Thursday, 10/23	Homefronts: The Confederacy <ul style="list-style-type: none"> Simpson, Chapter 6. M&T, Chapters 2, 8.
Friday, 10/24	Last Day to Withdraw from Class with a "W" Grade



Banners for the 1864 Presidential Election.
(L to R: Republicans, Democrats, Radical Democracy)

Monday, 10/27	Recommended Viewing: <i>Glory</i> , 2 hrs.; <i>Gettysburg</i> , 4.5 hrs.
Tuesday, 10/28	<p>"Seeing the Elephant"</p> <ul style="list-style-type: none"> Hess, Chapters 1-4. M&T, Chapters 3, 27.
Wed., 10/29	
Thursday, 10/30	<p>"Shook Over Hell"</p> <ul style="list-style-type: none"> Hess, Chapters 5-8.
Friday, 10/31	Happy Halloween!

Monday, 11/3	Recommended Viewing: Ken Burns, <i>The West</i> , Episode 4, "Death Runs Riot"; Episode 5, "The Grandest Enterprise Under God"; Episode 6, "Fight No More Forever." 90 min. each.
Tuesday, 11/4	<p>War's End and the Challenges of Reconstruction</p> <ul style="list-style-type: none"> Simpson, Chapter 8, Conclusion Fitzgerald, Chapter 1.
Wed., 11/5	
Thursday, 11/6	<p>Reconstruction and the West</p> <ul style="list-style-type: none"> Cook, Chapter 9. <p>Essay Two: Post-War Post-Mortem—DUE ON BLACKBOARD</p>
Friday, 11/7	

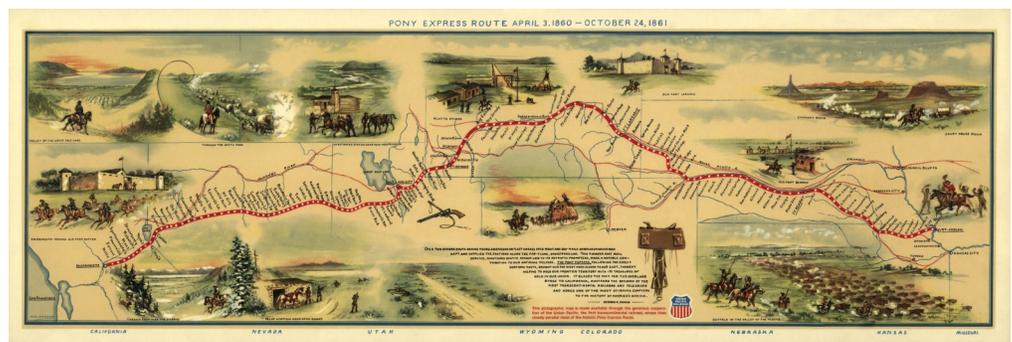
"War means fighting, and fighting means killing."
 —CSA General Nathan Bedford Forrest

Crazy Horse, Lakota Chief



Monday, 11/10	Recommended Viewing: <i>Reconstruction: The Second Civil War</i> . 3 hrs.
Tuesday, 11/11	<p>New Beginnings in the North</p> <ul style="list-style-type: none"> Quigley, Part One. Cook, Chapter 7 (to p. 245).
Wed., 11/12	
Thursday, 11/13	<p>The Southern Reign of Terror</p> <ul style="list-style-type: none"> Fitzgerald, Chapters 2-3. <p>Term Project Research Summary & Outline Due</p>
Friday, 11/14	

Map of the Pony Express's Route across the West



Monday, 11/17	Recommended Viewing: <i>Birth of a Nation</i> , 130 min.
Tuesday, 11/18	The Possibilities of Radical Reconstruction <ul style="list-style-type: none"> Fitzgerald, Chapters 4-6.
Wed., 11/19	
Thursday, 11/20	"The Plain Truth is the North Has Gotten Tired of the Negro" <ul style="list-style-type: none"> Quigley, Part Two. Term Project—Draft Portion Due
Friday, 11/21	



Thomas Nast, "Compromise—Indeed!" Cartoon criticizing the Compromise of 1877

Monday, 11/24- Friday, 11/28	No Class—Research/Writing Day Monday, Thanksgiving Break Wednesday-Friday
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Monday, 12/1	
Tuesday, 12/2	The Murder of Radical Reconstruction <ul style="list-style-type: none"> Fitzgerald, Chapters 7-9
Wed., 12/3	
Thursday, 12/4	What's New is Old Again <ul style="list-style-type: none"> Quigley, Part Three.
Friday, 12/5	Final Day of Classes for Fall Semester

All Term Projects are due on Blackboard by 5:00 PM, **Wednesday, December 10.**

THE FINAL EXAMINATION FOR THIS COURSE IS SCHEDULED FOR THURSDAY, DECEMBER 11, FROM 8:00-9:20 AM.

This is the only time the exam will be offered. Please make your end-of-semester travel plans accordingly.

GRAND VIEW

UNIVERSITY

INSTITUTIONAL UNDERGRADUATE SYLLABUS STATEMENTS

Revised: 7/10/2014

University E-Mail Account

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site ([myView](#) > [Campus Life](#) > [Technology Resources](#) > [myView Mail](#) > [myView Mail Forwarding](#)).

IDEA Student Ratings of Instruction

Grand View University is interested in knowing how learners experience the classroom environment. To that end, all students will be asked to participate in the IDEA survey of student ratings of instruction system at the end of each fall and spring term. IDEA is also administered in some summer classes. Students are asked to provide honest and thoughtful feedback to their instructor through the IDEA process. All student responses are confidential and are not provided to the instructor until after grades are submitted.

Academic Responsibility/Academic Honesty

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction among students, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member. This is reflected in the Grand View University Code of Integrity which states: "As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff."

The following list describes various ways in which the principles of academic honesty/integrity can be violated. This list is not exhaustive; see the Student Handbook for a complete list.

Plagiarism: The use of another's ideas, words, or results and presenting them as one's own. To avoid plagiarism, students are expected to use proper methods of documentation and acknowledgement according to the accepted format for the particular discipline or as required by the faculty in a course.

Cheating: The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others.

Fabrication and Falsification: The invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another student without prior approval of the instructor or otherwise aiding another in committing violations of academic integrity. A student who facilitates a violation of academic honesty/integrity can be considered as responsible as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violations.

Academic Interference: Academic interference is deliberately impeding the academic progress of another student.

Procedure for an Incident of Academic Dishonesty

Any incident of academic dishonesty requires action by both the student and the instructor directly involved, and the submission of an Academic Dishonesty Report to the Office of the College Deans. If the instructor is unsure how to proceed, she/he may consult with the Student Academic Life Committee at any point in the process.

The faculty member must also provide the student with a copy of the Academic Dishonesty Report. The report form should identify the following series of consequences:

If it is the student's **first incident** of academic dishonesty:

The instructor can impose a range of sanctions from the following, depending upon the nature of and degree of seriousness of the incident:

A warning with opportunity to rectify the violation

A failing grade for the academic exercise with no opportunity to rectify the violation

A failing grade for the course

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a **second incident** of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

When a student is reported for a **third incident** of academic dishonesty, the student will fail the course and will be suspended from the University, and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student appeal the decision, he/she will be allowed to complete the term during which the appeal is heard; if upheld, the suspension will occur during the regular term following the appeal.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended—with the exception that they will not be required to enroll elsewhere during their suspension.

When a student has returned to Grand View after being suspended for a third violation and is subsequently reported for a **fourth incident** of academic dishonesty, the student will fail the course and will be suspended immediately from the University, and the suspension for academic dishonesty will be noted on the student's transcript. The suspension will remain in force during the appeal process; if the suspension is upheld, the student will be expelled from the University.

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students. This includes using proper written English, being polite, by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify the instructor right away in a private manner.

Accommodation

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is Ms. Joy Brandt and she can be reached at 515/263-2971.

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Appeal of Final Course Grade or Faculty Member's Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure.grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Use of Blackboard and MyGrades

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as well as the US Department of Education have standards in the definition of what counts as a credit hour (see [GV Catalog for a full definition](#)) so that students receive the full educational experience we claim. This course will involve face-to-face class time and outside learning activities to fulfill credits awarded.