

HISTORY 102  
The United States Since 1865  
University of Wisconsin-Madison  
Fall 2021



*Professor Allison Powers Useche*

Tuesday/Thursday 2:30-3:45pm Elvehjem L160

Office Hours: 4120 Mosse Humanities Building Tuesdays 11am-1pm (or by appointment)

Email: [auseche@wisc.edu](mailto:auseche@wisc.edu)

## COURSE DESCRIPTION

This course provides a broad survey of United States History since 1865. We will explore the major political, economic, social, cultural, and intellectual transformations that have shaped the development of the United States and its relations with the rest of the world between the Civil War and the present day. Students will learn to think like historians by analyzing primary sources, evaluating competing narratives, and formulating arguments about the past. One of the key questions that we will grapple with throughout the course concerns how different people have defined, fought over, and claimed “freedom” in the aftermath of slavery and as the United States became an industrial nation, a sprawling empire, and a global superpower. Whether defined in terms of political participation, economic security, legal protection, or physical safety, struggles over meanings of freedom profoundly shaped the ways Americans lived, worked, moved, and organized during the century and a half following Emancipation. By tracing how the boundaries of citizenship, democracy, and the nation itself have been redrawn during the last 150 years, we will consider the ongoing legacies of the past—and the stories we tell about it—in the United States today.

## FORMAT

The format for this course is in person, with three meetings per week. Two meetings with the professor will involve interactive lectures. An additional discussion section led by a graduate student instructor will allow students to meet in smaller groups to talk about the readings in depth and to hone the skills of critical thinking, research, and writing necessary to do the work of historical analysis.

## OBJECTIVES

- Identify important patterns, processes, events, people, and places in U.S. history since 1865
- Formulate arguments about change over time
- Evaluate arguments about history
- Determine what constitutes reliable and valid evidence
- Interpret, compare, and contrast primary sources
- Think critically about how the narratives about the past are constructed and told

## SECTION INFORMATION

### TA: Isobel Ashby

email: [iashby@wisc.edu](mailto:iashby@wisc.edu)

| Section Number | Day       | Time          | Location              |
|----------------|-----------|---------------|-----------------------|
| 310            | Wednesday | 9:55-10:45am  | 2121 Mosse Humanities |
| 311            | Wednesday | 11:00-11:15am | 2115 Mosse Humanities |
| 301            | Wednesday | 12:15-12:55pm | 2221 Mosse Humanities |
| 302            | Wednesday | 1:20-2:10pm   | 4004 Vilas Hall       |

### TA: Maggie Flamingo

email: [mflamingo@wisc.edu](mailto:mflamingo@wisc.edu)

| Section Number | Day       | Time        | Location              |
|----------------|-----------|-------------|-----------------------|
| 303            | Wednesday | 3:30-4:20pm | 2125 Mosse Humanities |
| 304            | Wednesday | 4:35-5:25pm | 1217 Mosse Humanities |

### TA: Philip Cerepak

email: [cerepak@wisc.edu](mailto:cerepak@wisc.edu)

| Section Number | Day      | Time          | Location              |
|----------------|----------|---------------|-----------------------|
| 307            | Thursday | 12:05-12:55pm | 2231 Mosse Humanities |
| 308            | Thursday | 1:20-2:10pm   | 2125 Mosse Humanities |

## CREDITS

This course counts for four credits. The course meets as a group for 4 hours per week and carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussions, and or studying for this class.

## COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM & DIGITAL INSTRUCTIONAL TOOLS

All course materials are available on our [Canvas site](#).

If you would prefer to meet with the professor remotely (during office hours or otherwise) via Zoom, all meetings can be accessed here: <https://uwmadison.zoom.us/j/8395182126>

We will be using **Top Hat Pro** ([www.tophat.com](http://www.tophat.com)) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMLw>). **The cost of a Top Hat Pro subscription is \$16 per semester. If you are concerned about the cost of the subscription and/or you would prefer not to use a computer/tablet/phone to participate in lecture meetings, please notify the professor and we will come up with an alternative accommodation.**

If you already have a Top Hat account, go to <https://app.tophat.com/e/955873> to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or:

- Go to <https://app.tophat.com/register/student>
- Click "Search by school" and input the name of our school
- Search for our course with the following join code: 955873

The \$16 cost of the subscription will be listed at checkout when you enroll in our Top Hat Pro course. **If you have already purchased Top Hat Pro for another course this semester, you do not need to buy it again—one account can be used for multiple courses.**

Should you require assistance with Top Hat at any time please reach out to the professor or contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

### **Campus Spaces for Virtual Learning & Testing**

Dedicated on-campus spaces with high-speed internet are available for students to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

### **READINGS**

All required readings will be posted to our course Canvas site. You can find the links arranged by week. Your reading assignment each week will consist of 1-2 book chapters or scholarly articles written by historians about the past—what we call “secondary sources”—in addition to 3-5 shorter “primary sources” produced during the period that we are studying. We will talk in class about how to approach the readings, but plan to read the secondary sources more quickly by focusing on each author’s argument and use of evidence. You will want to read the primary sources more closely. These documents are shorter but often take longer to interpret. A few questions to consider as you complete the readings each week include: how do the primary sources support, challenge, or expand on the historical narratives offered by the secondary sources? What can we learn from analyzing these documents together that we might not necessarily get from reading one source on its own? What do these sources leave out or obscure? If you are ever feeling overwhelmed by the readings or find that they are taking you too long to get through, please do not hesitate to come by my office hours so we can discuss strategies for completing each week’s assignment within a few hours.

### **GRADING SCALE**

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

## ASSIGNMENTS AND ASSESSMENT

### *Lecture Attendance and Participation: 15%*

Participation in lecture and in section meetings is critical to your success in this course and is required. Discussions provide the opportunity for you to clarify and consolidate your understanding of the material, flex critical thinking skills, and hear the viewpoints of your fellow students. You can miss three lectures no questions asked. If you end up needing to miss more than three lecture meetings due to health issues (including mental health), quarantine, family commitments, or any other extenuating circumstances, let us know and we will create alternative assignments so that your participation grade will not be affected. No medical documentation of the illness will be required. Please take care of yourselves and let us know how we can support you.

### *Discussion section Attendance and Participation: 25%*

Please come to section ready to engage with the material, your peers, and your TA. Each week you will upload a one paragraph (200-300 word) response post to your section's Canvas discussion board. You will have several options (listed below) for what this response might look like. Thoughtful completion of these assignments will contribute to your discussion section grade.

Options for weekly response posts:

- Answer one or more of the questions posed by the professor (these will be sent out in weekly emails and posted to Canvas)
- Respond to a classmate's post
- Analyze one of the week's primary sources
- Reflect on the readings—this could involve discussing something that interested you, confused you, or that you disagreed with
- Raise a series of questions related to the readings or lectures

### *Quizzes: 30%*

Instead of a traditional midterm and final exam, this course will have four low-stakes “check-in quizzes” (each valued at 7.5% of your final grade). If you attend lecture and section regularly, read the assigned material, take good notes, and review those notes, you should do well on these. Each quiz will consist of a combination of term identifications and short answer questions. If you are not happy with your grade, you may choose to retake one of these. **Quizzes will be held during lecture meetings on October 5, October 26, and November 23. The fourth quiz will be due on December 20 by 5pm.**

### *Primary Source Analysis (1 page): 10%*

Interpret a primary source from the syllabus or chosen in consultation with your professor or TA. Who produced this source, when, and why? For what audience? How do you think it was received at the time? What can this source tell us about the past? Quote some of the most compelling phrases in the document and explain their importance. You can find a detailed guidance on how to approach the assignment, including an outline and rubric, on our course Canvas site. **Due by midnight on October 19.**

### *Comparative Paper (5 pages) 10%:*

Analyze two primary sources, either contemporary or successive, to make an argument about some aspect of United States history. One of these sources can be the document you analyzed in your first paper. We will be working on the skills you need to do well on this paper throughout the course. You can find a detailed

guidance on how to approach the assignment, including an outline and rubric, on our course Canvas site.  
**Due by midnight on November 9.**

*Op-Ed (1 page): 10%*

You will write a historical opinion piece article similar to those that appear in major newspapers such as the *New York Times* or the *Washington Post*. Your goal in this assignment is to connect a current debate or controversy to a historical topic, theme, or event covered in this class. How does the past help us better understand political debates today? **Due by midnight on December 9.**

**Deadlines and Extensions:**

You are welcome to request an extension on any of the graded assignments for the course if the requirements of other classes, workplace responsibilities, family commitments, health concerns, or other issues make it difficult to submit an assignment on time. All requests for extensions made 24 hours in advance of the deadline will be granted. Requests for extensions made on or after the deadline will be evaluated on a case-by-case basis.

## SCHEDULE OF CLASSES

### ***Week 1: Introduction***

*\*No section meetings this week\**

September 9 Introduction and Welcome

### ***Week 2: The Civil War and Reconstruction***

*\*Section meetings begin this week\**

September 14 Meanings of Freedom

September 16 The Overthrow of Reconstruction

*Readings:*

Steven Hahn, *A Nation Without Borders* Chapter 8: Defining a Nation-State  
Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865)  
Mississippi Black Code (1865)  
A Sharecropping Contract (1866)  
Jourdan Andersen, Letter to His Former Master (1865)

### ***Week 3: America's First Gilded Age***

September 21: Westward Expansion and Continental Empire

September 23: Capital and Labor in Industrializing America

*Readings:*

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* Chapter 8:  
"Indian Country"  
Steven Hahn, *A Nation Without Borders* Chapter 11: Alternative Paths  
Chief Joseph (Nez Percé), "Let Me Be a Free Man" (1879)  
"Eight-Hours" (1878)  
Andrew Carnegie's Gospel of Wealth (1889)  
The "Omaha Platform" of the People's Party (1892)

### ***Week 4: Freedom's Boundaries at Home and Abroad***

September 28 Jim Crow

September 30 Overseas Empire

*Readings:*

Isabel Wilkerson, "The Great Migration" in *Four Hundred Souls*  
Monica Muñoz Martínez, "The Injustice Never Leaves You: Anti-Mexican  
Violence in Texas" in *Racism in America: A Reader*  
Beth Lew-Williams, "The Chinese Must Go" in *Racism in America: A Reader*  
Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*  
Chapter 4: Teddy Roosevelt's Very Good Day"  
Ida B. Wells-Barnett, "Lynch Law in America" (1900)  
[Emilio Aguinaldo on American Imperialism in the Philippines \(1899\)](#)  
Theodore Roosevelt's Corollary to the Monroe Doctrine (1904)

### ***Week 5: The Progressive Era and World War I***

October 5 **Quiz 1**

October 7 Progressivism and The Great War

*Readings:*

- Michael McGerr, "Class, Gender, and Race at Home: The Birthplace of American Progressivism" in *Major Problems in American History, Volume II: Since 1865*
- Steven Burg, "Wisconsin and the Great Spanish Flu Epidemic of 1918," *Wisconsin Magazine of History*, vol. 84, no. 1 (2000)
- Mae Ngai, "Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s," *OAH Magazine of History* 21, no. 3 (2007)
- Eugene Debs, "How I Became a Socialist" (1902)
- Woodrow Wilson Requests War (1917)
- W.E.B DuBois, "Returning Soldiers" (1919)
- Carrie Chapman Cat, Address to Congress on Women's Suffrage (1917)

**Week 6: The Great Depression and The New Deal**

October 12 From the Roaring Twenties to the Great Depression

October 14 The New Deal and its Exclusions

*Readings:*

- Jonathan Levy, *Ages of American Capitalism* Chapter 12: "The Great Depression"
- Robin D.G. Kelley, "The Great Depression" in *Four Hundred Souls*
- Huey P. Long, "Every Man a King" and "Share our Wealth" (1934)
- Franklin D. Roosevelt, "Greater Security for the Average Man" (1934)
- Emma Tenayuca Reminisces about Labor Organizing in San Antonio (1936-1938)

**Week 7: World War II**

October 19 Double Victory?

**Primary Source Analysis Due**

October 21 Becoming a Global Superpower

*Readings:*

- Jonathan Levy, *Ages of American Capitalism* Chapter 14: New World Hegemon
- Daniel Immerwahr, *How to Hide an Empire* Chapter 12
- Franklin D. Roosevelt on the Four Freedoms (1941)
- A Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry (1941)
- Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994)
- Petition from the Marshallese People Concerning the Pacific Islands (1954)

**Week 8: The United States and the Cold War**

October 26 **Quiz 2**

October 28 Cold War America

*Readings:*

- Monica Kim, "Introduction" in *The Interrogation Rooms of the Korean War: The Untold Story*
- Margot Canaday, "Building a Straight State: Sexuality and Citizenship Under the 1944 G.I. Bill," *The Journal of American History* 90:3 (2003)
- NSC-68 (1950)
- Senator Joseph McCarthy Describes the Internal Communist Menace (1950)

Senator Margaret Chase Smith's "Declaration of Conscience" (1950)  
Paul Robeson's Appearance Before the House Un-American Activities Committee (1956)

**Week 9: The Limits of Postwar Prosperity**

November 2 An Affluent Society

November 4 The Long, Wide, and International Civil Rights Movements

*Readings:*

Joshua Freeman, *American Empire 1945-2000* Chapter 5: "Suburban Nation"  
Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History* 91, no. 4 (2005)  
"Kitchen Debate" Between Richard Nixon and Nikita Khrushchev (1959)  
Newspaper Survey: Are You a Conformist or a Rebel? (1959)  
Petition in *Mendez v. Westminster School District of Orange County* (1945)  
Rosa Parks on Life in Montgomery, Alabama (1956-1958)  
Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship (1955)  
[The Southern Manifesto \(1956\)](#)  
Martin Luther King, Jr. "Letter from a Birmingham Jail" (1963)

**Week 10: The Sixties**

November 9 Uprisings

**Comparative Paper Due**

November 11 The Vietnam War

*Readings:*

Nick Estes, *Our History is the Future* Chapter 5: Red Power  
Peniel Joseph, "Black Power" in *Four Hundred Souls*  
Joshua Freeman, *American Empire* Chapter 9: Apocalypse Now  
"Black Panther Party Platform, Program, and Rules"  
The Port Huron Statement (1962)  
Native Americans Occupy Alcatraz (1969)  
National Organization for Women, "Statement of Purpose" (1966)  
[Grape Workers Issue the Boycott Day Proclamation \(1969\)](#)  
El Plan Espiritual de Aztlán (1969)  
Carl Wittman, Refugees from Amerika: A Gay Manifesto (1969-1970)

**Week 11: The Crises of the 1970s**

November 16 The Unraveling

November 18 The Reagan Revolution

*Readings:*

Jonathan Levy, *Ages of American Capitalism* Chapter 18: Crisis of Industrial Capital  
Elizabeth Hinton, "From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America" in *Racism in America: A Reader*  
Elizabeth Hinton, *America On Fire: The Untold History of Police Violence and Black Rebellion Since the 1960s* Chapter 1: "The Cycle"  
[Brochure on the Equal Rights Amendment \(1970\)](#)  
Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972)

Johnnie Tillmon, “Welfare is a Women’s Issue” (1972)  
Californians Revolt Against Taxes (1978)  
First Inaugural Address of Ronald Reagan (1981)

**Week 12: Thanksgiving Break**

November 23 **Quiz 3**

November 25 No Class—Happy Thanksgiving!

**Week 13: From the Cold War to the War on Terror**

November 30 A Post-Cold War World?

December 2 9/11 and the War on Terror

*Readings:*

Jonathan Levy, *Ages of American Capitalism* Chapter 20: The New Economy

Mary Dudziak, “What is a War on Terror?” from *WarTime: An Idea, Its History, Its*

*Consequences*

[Pat Buchanan on the Culture War \(1992\)](#)

Jaula de Oro by Los Tigres del Norte (1984)

[Bill Clinton on Free Trade and Financial Deregulation \(1993-2000\)](#)

Security, Liberty, and the War on Terror (2008)

**Week 14: The Recent Past**

December 7 The 2000s

December 9 The Recent Past

**Op-Ed Due**

*Readings:*

Jonathan Levy, *Ages of American Capitalism* Chapter 22: The Great Recession

Neil Smith, “There is No Such Thing as a Natural Disaster” (2006)

Alicia Garza, “Black Lives Matter” in *Four Hundred Souls*

*Shelby* Supreme Court Decision (2013)

Jaskiran Dhillon, “This Fight has Become My Life, and It’s Not Over” An Interview with Zaysha Grinnell (2016)

Karla Cornejo Villavicencio, “Waking Up from the American Dream” (2021)

**Week 15: Histories of the Present**

December 14 Conclusions and Ongoing Questions

*Readings:*

What is one primary source that you think future historians might turn to as they try to make sense of the 2020s? This could be an image, a song, a movie, a newspaper article, a tweet, a meme, a speech, a sign at a protest, a court case, a piece of legislation, or really anything else that you think might help people decades from now to interpret this moment that we are living through now. Post a brief description and if applicable a link to the source to the discussion thread on our canvas course site.

**Quiz 4 is due by December 20 at 5pm**

## **COURSE EXPECTATIONS AND GUIDELINES:**

### **Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

*See more information about [privacy of student records and the usage of audio-recorded lectures](#).*

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **CAMPUS RESOURCES**

**THE HISTORY LAB:** A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

**THE WRITING CENTER:** Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours & how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

**MENTAL HEALTH SERVICES:** As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services can help with these or other issues you may experience. Help is always available. You can learn about free, confidential mental health services available to you; call 608-265-6600 (option 2) or visit [uhs.wisc.edu](http://uhs.wisc.edu).

**SURVIVOR RESOURCES:** All students deserve to be safe and respected at UW-Madison. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>

**BADGER RECOVERY:** Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To

learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to [uhs.wisc.edu/recovery](https://uhs.wisc.edu/recovery) or email us at [recovery@uhs.wisc.edu](mailto:recovery@uhs.wisc.edu).

[University Health Services](#)

[Undergraduate Academic Advising and Career Services](#)

[Office of the Registrar](#)

[Office of Student Financial Aid](#)

[Dean of Students Office](#)

## **STUDENTS' RULES, RIGHTS & RESPONSIBILITIES**

### **[Campus Guidance on the use of Face Coverings](#)**

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course. The instructor will work with the student to provide alternative ways to complete the course work.

### **DIVERSITY & INCLUSION STATEMENT**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **[Academic Calendar & Religious Observances](#)**