Course Description

This seminar seeks to address the complex relationship between racial prejudice, technological development, and structured inequality throughout the African Diaspora. We will engage a variety of archival sources, oral interviews, and realia to illuminate: 1) unique challenges faced by African-descended populations in post-colonial Africa, Latin America, and the Caribbean, 2) international exchanges and diplomacy between blacks in the United States and African-descended populations in the developing world, and 3) technological innovation and non-traditional projects for technological development throughout the African Diaspora. Students will choose paper topics that emphasize one of the seminar themes, conduct research using primary sources, and write an original seminar-length paper in a narrative format.

The course seeks to address five major questions over the semester:

1. How has technological change and racial prejudice “structured” inequality in the modern world?
2. How have African-descended populations in post-colonial Africa, Latin America, and the Caribbean addressed these challenges in local and transnational contexts?
3. What are major recurring themes in biographical, national, regional, and international narratives regarding the role of technology?
4. What historical research methods and strategies are best suited to address the challenges presented in researching and writing about technology and race?
5. What prospects for application does the historical inquiry of these issues present?

Method and Philosophy of Teaching

I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

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In order to create a learning environment conducive to this experience, I present several common assignments that must be completed as a base of common assessment and a variety of optional assignments to empower students to explore according to their own interests and ambition.

I do not believe in nor do I offer extra credit. All assignments, optional or mandatory, will positively or negatively impact the final grade. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the major course questions we will focus on the following themes: historiographical debates in technological history, the use of evidence, interpretation of racial in scientific and technological sources, and integration of technological sources as a primary form of historical evidence. Each class period focuses one or more of these themes using documentary evidence and integrates the use of specific historical research methodologies and strategies. Students will often be broken up into smaller groups to further facilitate this process and to analyze the problems presented during class.

The course lectures and discussions integrate major issues from the assigned primary source documents, textbook readings, and occasional module quizzes into stories about people and historical problems in African Diaspora history. These stories illustrate the complexity of black history in its proper regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives

Upon successful completion of this course, it is my intention that students will develop critical thinking skills and knowledge that cannot all be measured objectively in quantitative terms such as:

1. **Goal 1:** Students will be able to identify some of the different ways of thinking historically, globally, and critically about race and technology.
2. **Goal 2:** Students will be able identify some significant developments, people, and geographic regions and their relationship to technological change.
3. **Goal 3:** Students will be able to **distinguish** analytical thinking about primary and secondary sources regarding technological development from popular misconceptions.

4. **Goal 4:** Students will be able to **identify** the significance of selected people and ideas in technological change and racial inequality.

5. **Goal 5:** Students will be able to critically and creatively **assess** historical interpretation through collaborative projects that connect course content to real-world experiences.

**Student Learning Objectives**

Upon successful completion of this course the following objectives will be assessed in quantitative terms to assure learning outcomes:

1. **Goal 1:** Students will be able to **identify** and apply research skills and strategies appropriate to the research problem. (Skills)

2. **Goal 2:** Students will be able to **demonstrate** "historical thinking" by crafting chronological questions and making use of appropriate research paradigms. (Skills)

3. **Goal 3:** Students will be able to **discuss** meanings of “engaged citizenship” as it relates to the historical discipline. (Skills)

4. **Goal 4:** Students will be able to **analyze** primary and secondary sources using advanced methods of historical inquiry. (Skills)

5. **Goal 5:** Students will **apply** course content to contemporary problems and personal experiences. (Attitude)

**Assessment**

Each of the above corresponding student learning objectives will be assessed through the following:

1. Quizzes
2. Self-Assessments
3. Self-Assessments
4. Quizzes
5. Research Project
# Outline of Course

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic</th>
<th>Textbook Reading/Assignment</th>
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| **Module 0** | **Orientation: The Historians** | Read Syllabus
Uses of History
Documents ▪ Primary and Secondary Documents ▪ Celluloid Documents ▪ Tertiary Documents ▪ Realia ▪ Plagiarism |
| AUG 22 | **Biography Icebreaker** | Get Firefox and Zotero
Get Books
□ Sample Weekly Note Card |
| **Module 1** | **Major Questions and Problems** | Skim Rhodes, *Visions of Technology* Rhodes, *Visions of Technology*, p.21-25
□ Paper Topic Selection Brainstorm □ 1 Note Card |
| AUG 29 | **Historiographical Debates** | Rodney, *How Europe*
Hughes, *Human Built World*, Ch.1-2
Booth, Ch.3-4 |
| **Module 2** | **Major Themes** | *Field Trip to Research Library*
Hughes, *Human Built World*, Ch.3
Booth, Ch.5-6 |
| SEP 12 | **Genres of Historical Writing** | Hughes, *Human Built World*, Ch.4-5
Adas, *Dominance by Design*, Intro
Booth, Ch.7-8 |
| **Module 4** | **Primary Sources on Technology** | □ Research Proposal □ 5 Note Cards |
| SEP 19 | ▪ What possibilities and problems does the use of the primary sources in technological fields present for the historian? | Skim Rhodes, *Visions of Technology*
Booth, Ch.6-9 |
| SEP 26 | **Recurring Themes in Technology History** | Hughes, *Human Built World*, Ch.6
Booth, *Craft of Research*, Ch.7-9
Adas, *Dominance by Design*, Ch.1 |
<p>| <strong>Module 6</strong> | ▪ What current strategies and resources are researchers using in crafting new narratives? | □ 5 Note Cards |
| Oct 3 | <strong>Unit I – Overview of Themes and Major Problems</strong> | |</p>
<table>
<thead>
<tr>
<th>Module 7</th>
<th>Problems Presented in the Historical Narrative Form</th>
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<tbody>
<tr>
<td>Oct 10</td>
<td>▪ What problems have been associated with the narrative form of history? How have researchers addressed these challenges?</td>
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<td></td>
<td>Rodney, <em>How Europe</em>, Ch.2 Booth, <em>Craft of Research</em>, Ch.10-11 □ 5 Note Cards</td>
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**Unit III – Researching the Historical Narrative**

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<tr>
<th>Module 8</th>
<th>Anatomy of Researching the History of Things</th>
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<tr>
<td>Oct 17</td>
<td>▪ What critical research strategies are most effectively employed in crafting a narrative involving material things?</td>
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<tr>
<td></td>
<td>Rodney, <em>How Europe</em>, Ch.3-4 Adas, <em>Dominance by Design</em>, Ch.2-3 □ Notes and Timeline</td>
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<tr>
<th>Module 9</th>
<th>Chronological and/or Thematic Narratives</th>
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<tbody>
<tr>
<td>Oct 24</td>
<td>▪ How should a researcher go about organizing the data to most accurately and historically present their findings?</td>
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<tr>
<td></td>
<td>Adas, <em>Dominance by Design</em>, Ch.4-5 Rodney, <em>How Europe</em>, Ch.5 □ Full Outline □ 5 Note Cards</td>
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<tr>
<th>Module 10</th>
<th>Story v. History</th>
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<tbody>
<tr>
<td>Oct 31</td>
<td>▪ How can a researcher tell a compelling story while remaining faithful to the historical record and primary sources?</td>
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<td></td>
<td>Adas, <em>Dominance by Design</em>, Ch.6-Epilogue Booth, <em>Craft of Research</em>, Ch.12-13 □ First Draft Due (7 pages)</td>
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</tbody>
</table>

**Unit IV – Writing the Historical Narrative**

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<thead>
<tr>
<th>Module 11</th>
<th>Historians of Technology v. Social Historians</th>
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<tbody>
<tr>
<td>Nov 7</td>
<td>▪ What are similarities and differences between histories of technology and social histories? How can researchers use these strategies to augment their research?</td>
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<tr>
<td></td>
<td>Rodney, <em>How Europe</em>, Ch.6 Skim Rhodes, <em>Visions of Technology</em> □ Second Draft Due (15 pages) □ 5 Note Cards</td>
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<tr>
<th>Module 12</th>
<th>Writing and Reading for the Historical Eye</th>
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<tbody>
<tr>
<td>Nov 14</td>
<td>▪ What strategies and critical questions are necessary to effective write about material and social history?</td>
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<tr>
<td></td>
<td>Booth, <em>Craft of Research</em>, Ch.14-17 □ Third Draft Due (20 pages) □ 5 Note Cards</td>
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**Unit V – Final Presentations**

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<thead>
<tr>
<th>Nov 21</th>
<th>Final Exam Project Presentation Group 1</th>
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<tbody>
<tr>
<td></td>
<td>□ Presentation Group A Due □ Peer Review Group A Due</td>
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<tr>
<th>Dec 5</th>
<th>Final Exam Project Presentation Group 2</th>
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<tbody>
<tr>
<td></td>
<td>□ Presentation Group B Due □ Peer Review Group Due</td>
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<tr>
<th>Dec 10</th>
<th>FINAL EXAM</th>
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<tr>
<td></td>
<td>□ Final Draft and Portfolio Due</td>
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</table>
Required Course Materials

Software and Digital:

Online access to GAView (http://vista.kennesaw.edu).

A computer (preferably a laptop) with high-speed, dependable Internet access.

Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.

You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/ and the free Firefox Browser and Zotero plug-in.

You will be required to make extensive use of the library resources. Please plan accordingly.

Required Textbooks:


**Strongly Recommended:**


**Major Assignments**

**Quizzes 50%**

All quizzes are designed to evaluate how well you understand the major questions of the course as listed in the syllabus. The two types of quizzes that are administered in this course are objective quizzes over course content and reflective quizzes in the form of course activities.

Unlike quizzes in other history courses you may have taken, these quizzes will emphasize the process and theory of historical research and not necessarily the historical content. Content quizzes require you to engage aspects of the course readings derived from the course questions. **The readings can be found in the course textbooks, hyperlinks to websites in the syllabus, or primary sources in the module folders.** Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final project so preparing for them is very important.

The second type of quiz in this class are activity quizzes. These quizzes can cover several areas: the assigned reading, a reflective exercise, or some other activity. They require your participation during an in-class assignment or attendance in an event outside of class. Unlike the content quizzes which you are required to take, most of the activity quizzes are graded competitively or are optional. Students are assigned to complete certain tasks, games, or participate in certain challenges during the class period. The students who are most effective in accomplishing the tasks are awarded all of the points. For the students who do not win the activity quizzes, the points will not count against them. These quizzes are not extra credit but are factored into the quiz grade category as a perfect assignment (e.g., 10/10 points, 20/20 points, etc.) Both the content and activity quizzes cover much of the material required for the final exam project so students should take careful notes as the correct answers for the quizzes
and essential information for the final exams are disseminated during the course lectures and during activity quizzes.

Research Project 50%

Overview
Some of the most important skills that students of history should develop are: the ability to analyze documents, assess the accuracy of multiple perspectives, identify and interpret stories and their significance in the continuum of the past, and how relate historical themes of the past to our present concerns and perceptions.

The research project is a digital portfolio that includes your research experience over the whole semester. The portfolio will include all the semester’s assignments that build on each other and culminates in your final research paper.

Students will select a research project topic that emphasizes one of the seminar themes, conduct research using primary sources, and write an original seminar-length paper (20 page minimum) in narrative biography format.
Overview of the Research Project

- **Step 1: Research Focus and Topic Selection (100 pts)**
  - What is research?
  - Connecting with Your Reader

- **Step 2: Selection of Problem and Preliminary Research Proposal (100 pts)**
  - From Topics to Questions
  - Creating an Annotated Bibliography
  - From Questions to Problems and Problems to Better Questions
  - Finding a Good Research Problem

- **Step 3: Research Proposal (200 pts)**
  - A one to two page description of your research problem and how you plan to study it. You must do some research on your own to find out what makes a good research proposal for a history paper and use your findings to write your proposal. Be sure to adjust your findings for the requirements of this class. Your initial proposal should include a brief annotated bibliography of at least 5 books and 2 journal articles that show how your research problem relates to the research of others and texts used in this course.
  - A contractual commitment promising to finish the project in an ethical, responsible and timely manner.

- **Step 4: Collection of Evidence/Primary Research Document Binder (100 pts)**
  - From Problems to Sources
  - Screening Sources for Reliability
  - Gathering Data
  - Taking Notes
  - A 3 ring binder containing primary resources worksheets, relevant primary sources (cited properly) for your project, and notes on the sources describing how they address your research problem and how you intend to use them in this project.

- **Step 5: Creation of the Research Outline and Timeline (200 pts)**
  - Outlining
  - Making Good Arguments
  - Claims
  - Reasons and Evidence
  - A three-section Roman numeral outline with proper sub points for each major section. The outline integrates your collected notes on primary and secondary evidence it should illustrate the overall shape of the project and the interrelatedness of its parts.
Step 6: First Draft (300 pts)
  o Planning and Drafting
  o Acknowledgements and Responses
  o Warrants
  o A draft of a short paper that converts your outline, timeline, notes, and additional research into prose form. The emphasis is on developing a short paper that you can read verbatim in about 10 minutes (usually 7 pages). All works referenced should be cited correctly according to Turabian and the paper should include a bibliography of all works consulted. Make sure that your paper clearly identifies a historical problem in the introduction, has a body with a beginning, middle and end in narrative form (in third person, past tense), and a conclusion (in first person if you wish).

Step 7: Second Draft (100 pts)
  o A longer draft that incorporates feedback and questions raised during the initial feedback session. You should also incorporate more research that expands your underdeveloped sections. As you have found more information or incorporated better arguments, you may find methods of reorganizing your paper to make your argument more compelling.

Step 8: Third Draft (200 pts)
  o Introductions and Conclusions
  o Warrants
  o Communicating Evidence Visually
  o A draft that incorporates feedback and questions raised during the initial feedback session. You should also incorporate research that expands your underdeveloped sections. You have finalized your introduction and your conclusion. You should also pay much more attention to not only what you have written but how your paper is written. Take some time to make sure that your grammar, syntax, and style are appropriate for your audience.

Step 9: Presentation and Peer Review (200 pts)
  o Presentation and Professionalism
  o Develop a physical model or find realia that illustrates your project
  o Present your final exam project to the class at the scheduled time (see syllabus) and turn in your self-assessment (see Final Exam Project Folder on d2l). (100 points)
  o At this phase of the project, you will take a break from your own work to evaluate a classmate’s research. As you listen to the class presentations, please take careful notes. After the presentations you will be anonymously assigned a classmate’s paper. You should read through it carefully twice. In the first read, you will focus on and comment on content. In the second read, you will focus and comment on grammar, mechanics, and style according to what you read in
Elements of Style. What recommendations would you make to them to improve their paper? What have you learned from reading their paper that will improve your own writing? (100 points)

☐ Step 10: Final Revisions and Final Submission (500 pts)
  o After incorporating feedback from the instructor and peer review, you will submit a single PDF file that includes all the contents of the semester’s research process including: all notes, first draft, second draft, and final draft, revisions, peer review, and presentation slides.
  o Post your presentation in the Final Exam Project Discussion Board on GAViewVista so your class members can see your excellent work!
# SEMINAR RESEARCH PAPER PROJECT EVALUATION RUBRIC

**NAME:**

Each term paper is graded according to the criteria listed below: 5 = excellent, 4 = good, 3 = satisfactory, 2 = needs improvement, 1 = needs much improvement.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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<th>4</th>
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<tbody>
<tr>
<td>1. The paper meets the <em>formatting requirements</em>:</td>
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<td>a. minimum of 20 pages excluding the title page and bibliography</td>
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<td>b. double-spaced in Times New Roman 11pt font and standard 1 inch margins</td>
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<td>c. submitted on or before the date due</td>
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<td>2. The paper properly incorporates at least 5 primary source documents</td>
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<td>a. Provides context</td>
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<td>b. Sensitive to bias</td>
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<td>3. The paper properly <strong>narrow</strong> the topic of inquiry to a specific person in a detailed narrative that implicitly answers the course questions.</td>
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<td>a. Expands understanding of themes introduced</td>
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<td>b. Engages major historical problem</td>
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<td>c. Reserves explicit argumentation for the conclusion</td>
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<td>d. Provides original analysis and perspective</td>
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<td>4. The paper is written in narrative form with careful prose that illustrates thoughtful interpretation of claims, reasons and evidence in chronological order.</td>
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<td>a. Evidences structural clarity from an outline</td>
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<td>b. Combines chronology with causation</td>
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<td>c. Sense of change and continuity</td>
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<td>5. The paper consults historical secondary sources and recommended readings on the topic and uses specific examples properly cited from these sources.</td>
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<tr>
<td>a. Should cite the required texts.</td>
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<td>b. Should cite at least ten books from recommended readings and/or bibliography of the textbook.</td>
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<tr>
<td>c. Does not use Wikipedia or other unreliable internet sources as an authoritative source</td>
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<td>6. The paper’s conclusion explicitly addresses the course questions with specific examples from the paper and accounts for counterarguments.</td>
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<td>7. The paper <strong>properly cites all sources</strong> consulted in notation and an</td>
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annotated bibliography according to the [Chicago Manual of Style](https://www.chicagomanualofstyle.org) (humanities style) or Turabian.

- a. Uses footnotes
- b. Does not use in-text or parenthetical citation.

8. The paper has an effective **introduction** including a thesis statement and summary of major points.
   - a. Grabs reader’s attention
   - b. States intellectual interests
   - c. Defines one of the goals of the narrative
     - i. Complements author’s argument
     - ii. Challenges author’s argument
     - iii. Corrects popular misconception about topic

9. The **grammar, style, mechanics, and content** of the paper are appropriate to the collegiate level and the historical discipline.
   - a. Carefully proofread and revised
   - b. Built with good paragraphs
   - c. Sets an appropriate tone
   - d. Proper use of **quotations**, **summaries** and **paraphrase**
   - e. Refrains from the use of **logical fallacies**
   - f. Does not make claims without supporting evidence

10. The paper evidences the student has developed a personally meaningful **narrative** of history.
    - a. Paper provides original analysis
    - b. Selects most important source materials and key participants
    - c. Provides rationale for beginning and end of story
    - d. Beginning, middle and end of narrative are relevant and compelling
    - e. Reports sources carefully
    - f. Uses sources to make inferences that are reasonable and warranted

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<thead>
<tr>
<th>Totals (for each column)</th>
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<tr>
<td>Total Overall (X5)</td>
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<tr>
<td>/500</td>
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</table>
Every assignment that you turn in (e.g., activity quizzes and final exam project) must include your full name, the name of the assignment, the date, the course number and section. If the assignment is a hard copy with multiple pages it must be stapled. If the assignment is a group assignment it must have the full name of all the group members and clearly identify contributions. **Any assignment that does not include all of the preceding information or is not in compliance with the required format will be docked up to 10% of the grade.**

**Attendance Policy**

I take attendance in this class for my records and for the registrar’s office. Attendance is considered in the final grade and you should understand that missing classes and/or failure to participate in class will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content quizzes often contain major points from the lectures. In the event that you do miss a class or choose not to attend, you are responsible for getting the notes from that day’s lecture and any relevant announcements from one of your classmates. You are responsible for all information disseminated in the classroom in your absence.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

There are no make-up quizzes whatsoever, whether the absence is excused or unexcused. If you miss the final exam due to illness or a family emergency, you must provide proper documentation before a make-up exam is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

**Grading Policies and Procedures**

In accordance with the Kennesaw State University’s grading scale, please consider the following:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>Failure</td>
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</table>
Late assignments will not be graded for a grade above 75%.

I evaluate each student on an absolute and relative scale which means that each student may have a different number of total points at the end of the semester depending on the number of points that are attempted. Please ask the instructor to provide examples of possible scenarios.

Unattempted assignments that are not required will not count against or towards your final grade and are designated as (Exc or Abs). You are only responsible for the required assignments the optional assignments that you choose to complete. With this in mind, you should strive to complete each assignment to the best of your ability because there is no extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

Do not expect or ask for any extra credit or optional assignments at the end of the semester. You must decide which of the assignments you will complete during the semester. There are plenty opportunities and you should take advantage of them during the semester. This especially applies to students who have borderline grades (e.g. 79.5%, 89.9%, etc.)

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging. However, you will find that much of the course work is scheduled to be completed in class leaving most of your preparation time to read the texts and prepare for class discussion.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study it outside of class. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “How to Read a History Assignment” as a starting point on managing and understanding the reading.

All work must be submitted on time. Quizzes cannot be made up and make-up presentations will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. As a rule of thumb, ask three of your classmates a question before asking me. I have created numerous methods of communicating with your
classmates and me via GAView Vista. If your concern requires more than a sentence or two of a reply, you should call instead of email. If your question requires more than a paragraph of a response, you should visit the office instead of calling.

**Grade Challenges**
All grade challenges (including quiz errors) should be submitted in writing within 72 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.

2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.

3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question.

4. Explain how and why this question or segment of the paper/project warrants a change in the grade. Again, you must give specific examples from your paper/project or evidence that supports your assertion before you explain why you feel you deserve a higher mark. You must do this for each of the criteria in question.

5. You should type these concerns in a formal email and submit it to me within one week of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision.

**Academic Honesty**
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University’s grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the
student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link:
https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

ADA Compliance
The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students 470-578-6443.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall room 2401, or call 770-423-6600.