CRN: 11811 (3 credit hrs)  
Course Section: HIST 3334  
Instructor: Seneca Vaught, Ph.D.  
Office Hours: MW 1:30-2p; 3:30-4p; via appt.  
Office Location: Social Sciences Bldg. #4085

Meeting Time: 2-3:15pm TR  
Location: Convocation Center Rm 2015  
E-mail: *Please use D2L email messaging only*  
Phone: 470-578-2937 (emergency only)  
svaught@kennesaw.edu (emergency only)

Hyperlinks and content in this syllabus is updated regularly. Please check back often to ensure that you have access to the most recent version.

Course Description
A survey of the activities and experiences of African people who live outside the continent from the earliest times to the present. This course examines the migration of Africans to Eurasia, the Oceania, and the Americas, and gives special attention to the slave trade across the Sahara Desert and the Atlantic and Indian Oceans; the comparative experience of Africans in slavery in the Middle East and the Americas; emancipation and the process of racial and national integration; and the economic, political, and cultural contributions of Africans in the Diaspora.

The course seeks to address three central questions over the semester:
1. How have historical interpretations of a Diasporic Africa changed over time?
2. How have regional, national, and international developments shaped the evolution of the African Diaspora and our understanding of Africa?
3. What lessons for engaged global citizenship today can we learn from the study of critical moments in the history of the African Diaspora?

Prerequisites
Undergraduate Quarter level HIST 205 Minimum Grade of D or Undergraduate Semester level HIST 1110 Minimum Grade of D or Undergraduate Semester level HIST 1111 Minimum Grade of D or Undergraduate Semester level HIST 1100 Minimum Grade of D

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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I do not believe in nor do I offer extra credit. 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 three major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of Africana history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present.

The course lectures and activities integrate major issues from the assigned primary source documents, textbook readings, and module discussions into stories about people, problems, and policies in the American past. These stories illustrate the complexity of Africana history in its 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 proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to identify selected people, developments, and themes of African Diaspora history in regional, national, and international contexts. (Knowledge)
2. Students will be able to demonstrate "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to discuss meanings of “engaged citizenship” in a multicultural society and role of the African Diaspora in the global arena. (Skills)
4. Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)
5. Students will be able to apply course content to contemporary problems and personal experiences by documenting how historical insights learned from weekly discussions relate to a selected semester-long project. (Skills)
6. Students will be able to identify some of the different ways of thinking historically, globally, and critically about engaged citizenship.
7. Students will be able to identify some significant developments, people, and geographic regions in Africana history.
8. Students will be able to distinguish analytical thinking about primary and secondary sources from Africana history from popular misconceptions.

9. Students will be able to identify the significance of selected people and ideas in the development of the African Diaspora.

10. Students will be able to critically and creatively assess history through collaborative projects that connect course content to real-world experiences and contemporary media.

11. Students will be able to demonstrate comprehension of historical writing through discussions, follow-up questions, and commentary on course texts with peers.

12. Students will be able to critically and creatively assess history through the discussion of print and contemporary media sources with peers in the application of original historical research.

13. Students will be able to critically and creatively assess the significance of historical insights through document-based writing about course themes, questions, and projects in informal (oral) and formal contexts (written).

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

1. Pre-Test Entrance Exam (not calculated as part of final grade)
2. Periodically scheduled discussions and voluntary self-assessments
3. Applied Historical Research Project
4. Post-Test Exit exam (not calculated as part of final grade)

Course Requirements, Textbooks, and Materials
This course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter Desire2Learn (D2L) that you run the “Browser Check” (if prompted), which you can begin by pressing the gray “Check Browser” button beside the login square. Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items.

Software and Digital: Online access to Desire2Learn (http://d2l.kennesaw.edu/). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker (or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at http://www.openoffice.org
Other Skills: You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt’s house? If you have no backup places, you probably don’t need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

Required Textbook(s) and Course Materials:

REQUIRED:
The primary textbook is:


AND

You should purchase any one of the other texts listed below based on your selection of in-class assignments and a semester-long course project you will be working on. See below for details and sign-up using the hyperlink provided by the instructor:


How the Course Works: An Overview

HIST 3334 – Africans in the Diaspora is an upper-level survey course covering African populations and figures throughout the world. The course is divided into 16 modules that run on a weekly schedule.

Steps to Complete Each Module

1. **Complete the Assigned Reading** – Check the syllabus for the assigned chapters to read for each module. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the Internet. The readings can also be found in the course textbooks or hyperlinks to websites in the syllabus and modules. In this class everyone is reading the same primary textbook but you are comparing what you read against the interpretation of other selected texts. The purpose of this is to give you a broader understanding the role of different perspectives and biases in historical interpretation. As you read, you should take notes of differences you come across. Focus on the question posted for discussion before you read. You may choose to check off the boxes next to the optional reading for each week in the syllabus that you chose for that particular module.

2. **Prepare for Discussion** – A key part of your grade is based on your participation and facilitation of daily class discussions. Be prepared to provide informed responses to posed question that you think reflects historical thinking about the subject. Be sure to take note of the page number from the course texts for reference. This is especially important in this section of the course because we are comparing different interpretations and perspectives on the same event using different texts and you will need to refer back to these later in the course. Your participation in the course is graded based on how well you integrate course themes, your acknowledgement of themes in the discussion, and depth of thought.

3. **Listen to the Lecture** – I have found that most students prefer to read the materials at their own pace instead of listening to lectures. Nevertheless, I will provide some short lectures and introductory snippets in some modules in case you want to consult them. Please rely on the readings and the discussions for coverage of the course content and refer to the lectures and audio snippets as a supplement to the readings and the discussions if you want more detail.

4. **Think About How the Module Relates to Your Project and Work Ahead** - You will be working towards the completion of a project that requires you to apply the content you are learning to a ‘real world’ project. I expect you to discuss the project with your classmates and to make suggestions and give feedback throughout the semester. You want to make sure you are looking toward future assignments and that you are planning enough time to complete them. To be successful on this project you will have to build upon the previous steps, using what you have learned and the feedback from your
classmates and the instructor to complete the next task. As you are working through the course in reading the materials, you want to constantly be thinking about how what you are learning can be applied toward this project.

After you complete a module, you should proceed to prepare for the next one, repeating the steps listed above for each subsequent module. As the class proceeds, it is important that you keep good notes on previous modules to be adequately prepared for the future assignments.
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<th>Module</th>
<th>Topics &amp; In-Class Assignments</th>
<th>Reading/Assignment/Due By</th>
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<td><strong>Orientation: The Historians</strong>&lt;br&gt;• Why study the history of the African Diaspora?&lt;br&gt;• On the Uses of History&lt;br&gt;• Purpose of History&lt;br&gt;• Black Historians</td>
<td>Syllabus &amp; Orientation Folder&lt;br&gt;<em>Why Study History?</em>&lt;br&gt;<em>How to Read a History Assignment</em>&lt;br&gt;☐ Choose Your 2 Discussion Dates&lt;br&gt;☐ Choose Your Books&lt;br&gt;☐ Choose Your Final Exam Project</td>
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<td>1/18</td>
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<td><strong>The Connectors</strong>&lt;br&gt;• How documenting decisions help us to better understand connections in the African Diaspora?&lt;br&gt;• Discussion Skills Workshop&lt;br&gt;• Understanding the Implied Question</td>
<td>☐ Eduardo Morales in Guridy Ch.2&lt;br&gt;☐ Langston Hughes in Guridy Ch.3 and 4&lt;br&gt;☐ Tigalau Ness in Shilliam Ch.5 and 6</td>
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<td><strong>The Explorers</strong>&lt;br&gt;• Who comes first Africa or the Diaspora?&lt;br&gt;• Documents as Evidence</td>
<td>☐ Jacqueline Nassy in Hine Ch.11&lt;br&gt;☐ Maui and Legba in Shilliam Ch.1 and 9&lt;br&gt;☐ Cheikh Anta Diop in Adi and Sherwood</td>
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<td>3</td>
<td><strong>The Narrators</strong>&lt;br&gt;• What role does a racial narrative play in framing past and present ideas of the African Diaspora?&lt;br&gt;• How Documents Support Theses</td>
<td>☐ Hans Hauck in Hine Ch.3&lt;br&gt;☐ William Pickens in Guridy Ch.4&lt;br&gt;☐ Bernardino de Cardenas in O’Toole Ch.1&lt;br&gt;☐ James Somerset in Hine Ch.2</td>
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<td>4</td>
<td><strong>The Marginalized</strong>&lt;br&gt;• How have people in the African Diaspora most effectively addressed their cultural and economic marginalization?&lt;br&gt;• Understanding Parallels with the Present</td>
<td>☐ Pearl Primus in Brown Ch.4&lt;br&gt;☐ Duse Mohamed Ali in Adi and Sherwood&lt;br&gt;☐ Claudia Jones in Adi and Sherwood&lt;br&gt;☐ Patrice Lumumba in Adi and Sherwood&lt;br&gt;☐ Kwame Nkrumah in Adi and Sherwood</td>
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<td>5</td>
<td><strong>The Alienated</strong>&lt;br&gt;• How have people in the African Diaspora most effectively addressed their cultural and economic marginalization?&lt;br&gt;• Applications of History</td>
<td>☐ Frantz Fanon in Hine Ch.5 and Adi&lt;br&gt;☐ Julius Nyere in Adi and Sherwood&lt;br&gt;☐ Leopold Senghor in Adi and Sherwood&lt;br&gt;☐ Lapidio Solanke in Adi and Sherwood&lt;br&gt;☐ Eric Williams in Adi and Sherwood</td>
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<td>The Militant</td>
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<td>3/28</td>
<td>Unit II</td>
<td>12</td>
<td>The Legalists</td>
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All assignments build upon past discussions and readings from previous modules encouraging you to consider connections from one module to another. At the end of the semester, I will drop the four lowest scores out of the fourteen discussions taken toward your participation grade. Discussions cannot be made up. **Students who miss a discussion due to unforeseen**
events, emergencies, computer malfunctions, etc. will use their allotted drops to cover these situations. I suggest completing all of the discussions as a preventative measure for the unexpected.

Preparation for this course should take you about 2-3 hours per module. It is advisable to plan in advance for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will negatively impact your performance. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next module’s material.

Other Required Course Materials

Software and Digital:

Online access to Desire2Learn (http://d2l.kennesaw.edu/).
A computer 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/

Major Assignments

2 Historical Case Study Discussions – 40%
At the beginning of the semester, each student will select two people to lead the class in a case study workshop for approximately 10 minutes. One case study will be based a selected person in Pan-African History and the other on a person from one of the other optional books. Typically, we will start each class with the case study workshop. In the case study, you are leading a discussion about a historical decision faced by the person from the assigned reading. This is not a presentation! You want to generate discussion
about the decision and then the importance of the outcome. You need to ask the class what decision they would make based on your overview of the context, then discuss the outcome and the judgment, and finish with two questions on the relevance and application of this case study. I will not participate in the discussion. At the end of case study session, I will give the class collective feedback to consider moving forward and post your grade based on your performance. Some classes include a brief lecture and a follow-up activity.

**In-Class Participation – 20%**

Class discussions require you to engage aspects of the course readings derived in response to case study workshops. *The readings can be found in the course texts, hyperlinks to websites, or primary sources in the module folders.* Your understanding of the content covered in these discussions also provides the basis for our activities in class and for the course project, so preparing for them is very important.

I will drop the four lowest discussion grades (with embedded project steps or not) taken toward your final grade but missed discussions cannot be made-up under any circumstance. The grading system will automatically drop all of your discussions until you have taken at least five and then it will begin to reassign ‘dropped’ status to the lowest scores. **Again, students who miss a discussion or are unable to participate due to unforeseen events, emergencies, et cetera, will use allotted drops to cover these situations.** I suggest attempting all of the content discussions as a preventative measure for the unexpected.

I will review your participation in the class discussions and determine a grade based on your overall contributions. I am particularly interested in your demonstration of the ability to think historically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to learn to give better answers and questions over the semester. All the discussions are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and how you are developing the skills of historical thinking.

**Community Engagement Applied Case Study – 40%**

Each student will be responsible for being on the leadership team for a project that illustrates the contemporary relevance of thinking historically about the African Diaspora. Weekly, we will work in-class on components of these case studies. In the final
exam, I will ask you to create an applied case study that combines your knowledge of historical problems covered in this course with analysis of a critical decision in community project that you worked on. Every week, we will devote a portion of our class time to these community projects.

**Attendance Policy**
Participation and attendance is tabulated into the final grade. Missing class and/or failure to schedule time to regularly complete the readings and participate in discussions will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content discussions often emphasize major points and themes from the readings. You are responsible for all information disseminated in the course.

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 for discussion sessions whatsoever, whether the absence is excused or unexcused.** If you miss a presentation or a course milestone due to illness or a family emergency, you must provide proper documentation before a make-up 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:

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<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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</table>
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.

I return assignments within one week of receiving them with 2-3 a week turnaround for larger milestone assignment and/or exams.

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 but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

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. 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. Discussions cannot be made up and make-up milestones/exams 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 your question before asking me.** I have created numerous methods of communicating with your classmates and me via d2L. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

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<td>F</td>
<td>59 and below</td>
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13
Grade Challenges
All grade challenges should be submitted in writing within 48 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 and evidence) 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—i.e., if from a course text, provide page numbers.

4. Explain how and why this evidence warrants a change in the grade. Again, you must give specific examples that support your assertion before you explain why you feel you deserve a higher mark.

5. Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

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

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Electronic Devices Policy
Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Privacy Policy for External Tools
This course makes use of external tools. Please familiarize yourself with the privacy policies and EULA for these tools. If you have a problem complying with the EULA for
the free use of these tools, please contact the professor regarding your concern a minimum of two weeks before the assignment is due to arrange for an alternative.

Syllabus Version 1.0

Students with Disabilities

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. Carol Pope, ADA Compliance Officer for Students 770-423-6443.

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

Software Accessibility Statements

D2L: http://www.brightspace.com/about/accessibility/standards/
VoiceThread: http://voicethread.com/about/features/accessibility/
Panopto: http://support.panopto.com/documentation/viewing/accessibility-features
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.