HIST 3358
Africans in Latin America and the Caribbean
Spring 2017
v.2.0

CRN: 12245 (3 credit hrs)  Meeting Time: T R 3:30 pm - 4:45 pm
Course Section: HIST 3358  Location: English Building Rm 243
Instructor: Seneca Vaught, Ph.D.  Contact via: *D2L email messaging only*
Office Hours: via appointment only  Email: svaught3@kennesaw.edu
T R 2:00pm - 3:15pm; W 4:00 - 5:00pm
Office: Social Sciences Bldg. #4085  Phone: 470-578-2937 (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.

Class Description
Through field trips, hands-on activities, and interactive projects, you will learn the value of diverse perspectives in a global society while increasing your critical and creative thinking skills! Investigate a range of Afro-Latino and Caribbean perspectives through language, history, art, literature, music, drama, and film that are applicable to variety of fields of study and careers.

Course Description
A history of the people of African descent in Latin America, the Caribbean, and the United States, from the African beginnings to 1888. The course will examine the forced migration of Africans; their roles in the conquest and settlement of Spanish America, Brazil, and the West Indies; and their comparative experiences under plantation slavery. It will emphasize their resistance and emancipation, and their contributions to the development of the multiracial character of Latin American and Caribbean societies.
The course seeks to address three central questions over the semester:
  1. What similarities and differences characterize the experiences of people of African descent in Latin America and the Caribbean?
  2. How did certain paradoxical regional, national, and international developments shape the experience of Africans in Diaspora?
  3. What historical lessons can we learn from the study of key figures in Latin American and Caribbean history that apply to ‘real world’ questions in the present?

Prerequisites
Undergraduate Quarter level HIST 152 Minimum Grade of D or Undergraduate Semester level HIST 2112 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.”[1]

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 American 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 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 American 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 Latin American and Caribbean 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 Latin American and Caribbean 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 identify some significant developments, people, and geographic regions in Latin American and Caribbean history.
8. Students will be to able distinguish analytical thinking about primary and secondary sources from Latin American and Caribbean history from popular misconceptions.
9. Students will be to able identify the significance of selected people and ideas in the development of American society.
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 and the
creation of an original product based on historical research (e.g., video game cutscene, business plan concept, smartphone app prototype, or a mini-documentary).

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 (discussion board) and formal contexts (milestones).

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 case study discussions and voluntary self-assessments and/or daily challenges
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:**

This is the required textbook:


You should purchase one of the texts listed below based on your selection of a semester-long course project you will be working on. You should sign-up for the book first to make sure that the selection is still available. See below for details and sign-up using the hyperlink in the course schedule below. You will want to base your decision on your interest in the project and on the book:


*This book is on reserve in the library and is used for the case studies. Every student will need to consult it at least once this semester although only students in the corresponding group will need to purchase it.*
How the Course Works: An Overview

HIST 3358 is an upper-level survey course. The course is divided into 16 modules that run on a weekly schedule. Access to course content in the module folders will be available for two weeks in advance. Once the deadline for one module has passed, the next module will be opened following the course schedule. All the materials from past modules are available for access in the module folders.

**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. The purpose of the readings is to give you a broader understanding 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 the discussion board 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. **Participate in the Classroom Discussions and Case Study** – Each of our classes will have a period set aside for discussion. I will assess these discussions as your participation grade.

3. **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. The components and instructions for each step of the project are outlined on the class sign-up sheet. 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.

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 final 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.

As stated above, each week you will also progress towards the completion of a selected project. Every person will select one of the ancillary readings from the project reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of a
semester-long final project that will evaluate your understanding of the course goals and objectives. I will assist you in developing your project over the semester through check-ins during the weekly discussions and self-assessments that connect content from each module to your final exam project.

**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.

### Outline of Course Schedule

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Module</th>
<th>Topics &amp; Themes</th>
<th>Readings/Assignments/Due By</th>
</tr>
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<tbody>
<tr>
<td>1/9</td>
<td>0</td>
<td><strong>Orientation: The Historians</strong></td>
<td>Syllabus &amp; Orientation</td>
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<tr>
<td></td>
<td></td>
<td>★ Why study Latin American and Caribbean history?</td>
<td>Why Study History? (Skim)</td>
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<td>★ On the Uses of History</td>
<td>How to Read a History Assignment (Skim)</td>
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<td></td>
<td>★ Purpose of History</td>
<td>Andrews, p.3-10</td>
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<td>★ Afro-Diasporan Historians</td>
<td>Sign-Up for the Semester Project, Case Studies, and Select Optional Book</td>
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<td>★ Community FX Projects</td>
<td>Case Study Practice</td>
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<td>C.L.R. James</td>
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<td>Jamaica Kincaid</td>
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<td>Sir Eric Williams</td>
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<td>Walter Rodney</td>
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<td>Ivan Van Sertima</td>
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<td><strong>Unit I</strong></td>
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<tr>
<td>1/16</td>
<td>1</td>
<td><strong>La Mayoría Invisible</strong></td>
<td>Dzidzienyo &amp; Obler, Ch.1 and 2</td>
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<td>★ What is the meaning of blackness in Latin America and the Caribbean and what are challenges of exploring the construction race outside the United States?</td>
<td>McKnight &amp; Garofalo, p.ix-xxvi</td>
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<td>★ Discussion Skills Workshop</td>
<td>Case Study Practice</td>
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<td>★ Understanding the Implied Question</td>
<td>Afro-Latino Voices</td>
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<td>★ <em>Neo-African Americans</em> (2009)</td>
<td>Juan Francisco Manzano</td>
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</tbody>
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| 1/23 | 2 | **The Enslaved**  
★ What popular misconceptions do people have about slavery in the Caribbean and Latin America?  
★ Documents as Evidence  
★ Sir Eric Williams - *Capitalism and Slavery*  
Sidney Mintz - *Sweetness and Power*  
*Slavery in Jamaica (2013)* | ❑ *Reversing Sail*, Ch.4 and 5  
❑ Case Study  
❑ Mary Prince  
❑ *Afro-Latino Voices*  
❑ Felipa de Santiago  
❑ Clara Rodriguez  
❑ Francisca de Figueroa  
❑ Juan de la Mar  
❑ Juana Barba  
❑ Maria de Huancavelica  
❑ Martin de Salazar  
❑ Captain Juan Moreno  
❑ Ana de la Calle  
❑ Francisco and Juan Biafara |
| 1/30 | 3 | **The Abolitionists**  
★ How did Haitians secure their freedom? Why was the Haitian Revolution successful while so many other rebellions were not?  
★ How Documents Support Theses  
*Toussaint Louverture*  
*Egalite for All* | ❑ *Afro-Latin America*, pp.53-84  
❑ *Black Jacobins*, Ch.7 and 8  
❑ Case Studies  
❑ Simon Bolivar  
❑ Jose San de Martin  
❑ Høgsbjerg  
❑ Jean-Jacques Dessalines  
❑ Jean-Francois  
❑ Henri Christophe  
❑ Boukman |
| 2/6  | 4 | **The Revolutionaries**  
★ How did the Haitian Revolution impact the world?  
★ Understanding Parallels with the Present  
★ John Brown Russwurm  
★ *Black Jacobins* | ❑ *Afro-Latin America*, pp.85-115  
❑ Case Study  
❑ Høgsbjerg  
❑ C.L.R. James  
❑ Paul Robeson |
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Assignment</th>
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</table>
| 2/13 | 5       | The Nações and Creoles  
* How did increasing numbers of African-descended people being born in the Americas change the way we think about Africa?  
* Applications of History  
* Brazil: A Racial Paradise?  
* Afro-Latin America, pp.117-151  
* Case Study  
  - Pedro Duarte  
  - Manuel Farias  
  - Pablo Agüero  
  - José García  
  - Manuel de Jesús  
  - Juan de Belén  
  - Francisco Alves de Souza |
| 2/20 | 6       | The Patriots  
* What were major historical themes characterizing Afro-Latin America and the Caribbean from emancipation to independence?  
* Debunking Popular Misconceptions  
* Cuba: The Next Revolution  
* Chico y Rita  
* Ba’Nikongo, pp.151-162  
* Afro-Latin America, pp.117-151  
* Case Study  
  - Chano Pozo  
  - Víctor Dreke  
  - Antonio Maceo Grajales |
| 2/27 | 7       | The Patronized  
* What were themes have characterized popular conceptions of Afro-Latin America and the Caribbean from emancipation to independence?  
* The Power of the Paradox  
* Black Grandma in the Closet Life and Debt  
* By Any Other Name - Film Screening 2/28  
* Afro-Latin America, pp.153-201  
* Case Study  
  - Afro-Latino Voices  
  - Juan Roque |
| 3/1  |         | LAST DAY TO WITHDRAW PASSING |
| 3/6  | 8       | MIDTERM MILESTONE  
* Complete and upload Milestone I before midnight |
| 3/13 | 9       | The Prophet as Performer  
* Ohadike, pp.43-80 |
How does the intersection of religious and artistic expression help to narrate the story of Afro-Latin America and the Caribbean?

**Marcus Garvey**  
*Tell My Horse* (1938)

**Zora Neale Hurston** (1938)  
*Tell My Horse*

**Behind the Mask** (2008)

| 3/20 | 10 The Performer as Prophet  
**★** How does the intersection of religious and artistic expression help to narrate the story of Afro-Latin America and the Caribbean?  
**Bob Marley**  
**★** Robert Farris Thompson -  
*Flash of Spirit*  
**★** Babacar M’Baye (2009)  
*Trickster Comes West*  
Case Study  
- Boukman Dutty  
- Marie Laveau  
- Susana Baca  
- Nicomedes and Victoria Santa Cruz  
- Fidel Nadal  
Ohadike, pp.81-103
Case Study  
- Placido  
- Elizabeth Hart Thwaites  
- Anne Hart Gilbert  
- Afro-Latino Voices  
  - Paula de Eguiluz  
  - Sor Teresa Juliana

| 3/24-3/25 | Walter Rodney Symposium | Field Trip

| 3/27 | 11 The Avante Garde  
**★** How have Afro-Latinxs and Caribbeans constructed memories that challenge popular ideas of the region’s past?  
**★** History v. Memory  
**★** Greg Grandin (2014) *Empire of Necessity*  
Case Study  
- Aime Cesaire  
- Stuart Hall  
- Derek Walcott  
- George Lamming  
- Jamaica Kincaid  
- Edwidge Dandicott  
- Wifredo Lam

| 4/3 | SPRING BREAK

| 4/10 | 12 The Militant  
**★** What tactics and strategies have Africans in the Diaspora used to combat abuse, racism, and discrimination?  
**★** History as Propaganda  
**★** Maria Elena Moyano  
**★** *Coraje* (1992)  
Case Study  
- Afro-Latino Voices  
  - Luiz de Costa  
  - Maria del Carmen Ollague  
  - Manuella Zamba  
  - Javier

SPRING BREAK

Unit III
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
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<tr>
<td>4/17</td>
<td>13</td>
<td>The Militant</td>
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<td>★ What tactics and strategies have Africans in the Diaspora used to combat racism and discrimination?</td>
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<td>★ History as Pedagogy</td>
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<td>★ Walter Rodney</td>
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<td>★ Paulo Freire</td>
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<td><em>In the Sky's Wild Noise</em></td>
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<td>Case Study</td>
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<td></td>
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<td>❑ George Padmore</td>
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<td>❑ Henry Sylvester Williams</td>
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<td>❑ Juan Gualberto Gómez</td>
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<td>4/24</td>
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<td>The Repatriates and Expatriates</td>
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<td>★ What role has transnationalism played in the development of identity in Latin America and the Caribbean?</td>
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<td>★ Determining Significance</td>
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<td>★ Randall Robinson</td>
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<td>★ <em>Shades of Freedom: Redemption Song</em> (1991)</td>
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<td>★ Tammy Brown (2015) <em>City of Islands</em></td>
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<td>Case Study</td>
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<td></td>
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<td>❑ Rodney, pp.90-119</td>
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<td>❑ Case Study</td>
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<tr>
<td></td>
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<td>❑ Claudia Jones</td>
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<td>❑ Edward Wilmot Blyden</td>
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<td>❑ Amy Ashwood Garvey</td>
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<td>❑ Celia Cruz</td>
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<td>❑ Aime Cesaire</td>
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<td>❑ Frantz Fanon</td>
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<td>❑ Chano Pozo</td>
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<td>❑ Harold Moody</td>
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<td>5/1</td>
<td>15</td>
<td>The Next Generation</td>
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<td>★ Why has addressing racial inequalities become a less salient issue for many millennials despite the persistence of racial injustice? What can millennials do to address these challenges?</td>
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<td>★ History and the Future</td>
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<td>★ Eric Williams (1944) <em>Economic Future of the Caribbean</em></td>
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<td>★ Robinson (2010) <em>Disintegration</em></td>
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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 Studies - 40%
At the beginning of the semester, each student will select two people to lead the class in a case study workshop for approximately 5-7 minutes. One case study will be based on a selected person from Afro-Latino Voices and the other on a notable person mentioned in the course. 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. During the midterm, I will ask you to complete a close reading assignment that assesses how well you are critically engaging concepts from your selected book. 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 and in your selected book with an analysis of a contemporary problem in the community project that you worked on. Every week, we will devote a portion of our class time to these community projects.
Attendance Policy

You should understand that missing classes and/or failure to schedule time to regularly complete the readings and assignments 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 discussions whatsoever, whether the absence is excused or unexcused. If you miss an exam 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:

<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>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
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<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>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>Failure</td>
</tr>
</tbody>
</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.

**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—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](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.

SoundCloud
Vimeo
YouTube

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
YouTube: http://www.google.com/accessibility/all-products-features.html

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.