Course Description: This course will explore the relationship of people of African descent to France. You will learn about African American expatriates who left the U.S. to travel to Paris and to settle in France. This course compares the black American expatriate experience with the history of Africans and people of the Caribbean in twentieth century France. We will analyze Black contributions to the history of art, literature, and music in France between the two World Wars. We will also examine the problem of race in France through the lives of people of African descent who left the countries of their birth to escape the burden of discrimination or to seek economic opportunity. Although to some Paris symbolized a place for self-conscious refugees from racism and colonialism. The French Republic also practiced (post)colonial exploitation of Africans and Caribbean people in the Francophone world. In doing so, we will think critically about the difference between being a U.S. born Black person in France and the experiences of Africans and people of African descent in metropolitan France.
This course, HIS 3304 is an upper-division History course that is cross-listed with HIS 3051, Junior Seminar for History Majors. As a result, this course focuses on mastering the skills necessary to read and write for History courses. This course is also a Discipline-Specific GL course that counts toward your GL graduation requirement.

**Course Learning Objectives**

CLO1: Identify key people who played critical roles in defining the black expatriate and diasporic experience in France, such as black intellectuals, writers, entertainers, artists, and activists

CLO2: Compare the experience of race and racism for African American expatriates and for people of African descent who lived and/or worked in twentieth century Paris

CLO3: Evaluate scholarly literature on the topic of the black experience in France

CLO4: Create original writing and a bibliography for historical research that demonstrates your skills in reading and interpreting historical sources.

**Global Learning Course Objectives:**

GLO1: Students will compare and contrast the experiences of Africans, Caribbean, and African Americans in Paris. (Global Awareness)

GLO2: Students will identify and describe the different perspectives of blacks from regions in the Atlantic world who live in Paris. (Global Perspective)

GLO3: Students will engage in problem-solving activities, in which they examine the responsibilities communities of African descendant in the Atlantic World share in questioning ideas about racial and gendered identity, citizenship, democracy, and colonialism as they inform socioeconomic inequities, as well as the part they play as individuals. (Global Engagement)

**Required Texts**

Success in the course will be dependent on your ability to secure the required text before the second of the first week of the semester. Where possible, I have placed FIU Library copies of the required text on two-hour reserve in Green Library. Additional readings will be made available as PDF in the Assigned Readings folder under “Content” on the course webpage. The following texts are required:


- Baldwin, James. *Notes of a Native Son*. Boston: Beacon Press, 1955, 1984. ISBN: 9780807009079. FIU Libraries holds an electronic copy of this book. However, it is your responsibility to ensure that you have access to the required reading in advance. If the link is no longer active or there is a limit on the number of people that can access it at one time, you are responsible for accessing the text and reading it before the due date. You can access it using this permalink, http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=715663&site=eds-live
**Active Learning and Participation.**

**Students are expected to read the material assigned for each week.** Assigned readings are due by the date specified on the course outline.

**Tips for Reading and Notetaking:** The best classes often are those in which students express a diversity of ideas, thoughts, and opinions. The classroom is a space in which students should feel free to challenge each other intellectually, yet respectfully. Participants will always be expected to support their arguments and opinions with references to texts. Read the texts **critically.** First I highly suggest that you have a notebook or a section of a notebook or binder dedicated just for taking notes about your readings in this course. **While you are reading, take notes articulating both negative and positive reactions to the texts. In your notes be sure to write down the author’s thesis.** Underline, highlight, and note the page numbers in places where you were particularly struck by the merit of an author’s argument or lack thereof. Be prepared to share, via class discussion, the ways in which authors use language, rhetoric, and tone to articulate their ideas. To develop skills of critical analysis, think about and write down the ways that the authors are persuasive as well as the ways in which their arguments falter. Keeping a notebook where you write down your thoughts about what you are reading (not just information to recall) will help you to internalizing the meaning of what the author seeks to convey. Other questions to guide your note taking include: Who is the author’s intended audience? In what ways does the author support his/her thesis? Are the author’s assumptions valid or problematic? In what ways can the author’s thesis be challenged? How does the author’s work challenge or support others’ you have read in the course? These tips will help you to be an active and engaged participant in discussion and to go beyond literal meaning to make inferences about the subject and to offer your informed interpretation of scholarly literature.

**Writing in History Tutors Extended Writing Deadlines:** The FIU Department of History has a program dedicated to supporting students who are enrolled in History courses or who are pursuing a degree in History. The Writing in History Tutors can help you to improve your writing at any stage in your development. They have specific knowledge about how to write for History papers. To work with the Writing in History Tutors for this class, make an appointment using the online scheduler well in advance of the formal writing assignment deadline. Currently, the Writing History Tutors offer online tutoring sessions. Follow the instructions to submit the required information (the paper handout or prompt, and a full rough draft of your paper). If you do not submit a rough draft of the entire paper, the tutors may decline your appointment. The tutors will read the paper and make suggestions for revision. Use these suggestions to produce a final draft of your paper for submission. If you workshop your paper with a Writing in History Tutor (not the FIU Writing Center) before the paper deadline, I will give you a two-day extension to submit your final paper. The Writing in History Tutors will give me a list of those who kept their appointment and I expect you to notify me by sending me a copy of the marked up rough draft by email. Click here for more information on the Writing in History Tutors and to go to the online scheduler, https://history.fiu.edu/undergraduate/tutoring/index.html
Grade Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>A-</td>
<td>90-94</td>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>B-</td>
<td>80-82</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>D</td>
<td>60-69</td>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

Participation (10%): The purpose of class participation is to demonstrate that you have read the assignment materials and that you are prepared to engage with your classmates on the assigned topic. History is a field that requires collegial discussion and debate to exchange ideas. Your participation grade will be determined by your active engagement in both in-person and online discussions during in-class and/or Zoom meetings. It will also be determined by the record of your engagement with the Canvas course website and your participation in supplemental assignments such as the Personal Manifesto assignment that the instructor chooses to facilitate learning. Your participation grade reflects your improvement and/or decline in the class. This is a subjective grade that is determined by me when calculating final course grade.

Discussions (20%): This hybrid class uses online discussions to stimulate thinking on the subject and course materials that we will engage with for the week. Online discussions will be organized as small group assignments. Group assignments give you a chance to get to work closely with several individuals in the class and are important because they require organization, collaboration, and inter-group communication. It will also help you to articulate your position on controversial issues (such as racism, sexism, classism, and heterosexism) with scientific information and to receive feedback in a collaborative way from your peers. Canvas will assign you to a group (see the “People” tab on the left side of the course page for your assignment). You are expected to communicate with each other and submit a group response to the discussion by Tuesdays at 9PM. All collaboration on the assignment must take place in the collaborative tools on Canvas and not on an outside platform so that your collaboration is documented and monitored by the instructor. Follow the Discussions Assignment Handout for more information. Due dates are stated in the course outline.

Quizzes (20%): You will take four quizzes over the course of the semester to test your comprehension of the reading materials, films, and video lectures. Quizzes may consist of any or all of the following: Multiple Choice, True and False, Multiple Answer, Fill in the Blank, Chronological Ordering, Short Answer Response. You will receive an announcement on Monday before the quiz. The Quiz will open on Thursdays at 9am and is due on Fridays by 5pm. See the course outline for quiz due dates.

Personal Manifesto (0%): Students will be asked to write a 375-500-word personal manifesto at the end of the term, in which they articulate the ways in which this course material and class discussions have either affirmed or challenged your understanding of...
what it means to be an engaged global citizen. This is an ungraded assignment. The **Personal Manifesto is due Friday April 16 by 11:59PM.**

**Assignment #1: Book Review (10%).** The purpose of this assignment is to develop the skills required to analyze an historical monograph. You will learn how to read for an author’s thesis. You will also learn how to identify primary and secondary and assess the sources that an author uses. This assignment requires that you write a three-page essay that answers the questions based on the Source Analysis Worksheet provided on the Assignment 01 page on the course website. Assignment #1 Handout on the course webpage. **Assignment #1 is due on Wednesday February 17 by 5:00 PM.**

**Assignment #2: Short Essay (10%).** For this assignment you will conduct an analysis of black writers who contributed to the discourse on the black experience with France. For this assignment, write a three-page essay on a question related to a particular question, debate or topic that we will explore in this class. This essay assesses your ability to formulate an argument and to support your argument by drawing on examples from the assigned course readings. See the Assignment 02 Handout on the course website for more information. **Assignment #2 is due on Wednesday March 24 by 5:00 PM.**

**Assignment #3: Annotated Bibliography (10%)**
The foundation of History writing is research of scholarly and scientific sources about the topic under consideration. For this assignment, you will learn how to write an annotated bibliography for historical research the corresponds to the guidelines for writing in History. Historians use Chicago Manual Style guidelines (also known as Kate Turabian) to document their research in the form of a bibliography that is compiled at the end of a research paper and to support their inferences and arguments withing the text in the form of footnote or endnote citations. For this assignment, you will submit a short bibliography of six to eight entries that illustrate a variety of sources for historical research (monographs, journal articles, essays in edited volumes, primary sources). See the Bibliography Handout for more information. **The Bibliography is due Friday March 26 by 5:00PM**

**Assignment #4: Final Project (20%).** For the Junior Seminar in History and for advanced History seminars, you should know the basic conventions for History writing and the basic skills needed to do research in History. To demonstrate that you have developed these skills you are to produce a final project and give an oral presentation of your research to the class. The final project is a five-page piece of original writing. For this assignment you will choose your topic in consultation with the instructor. You will research the topic by compiling a bibliography (assignment #3) that corresponds to citation style guidelines for History writing. Then you will write a draft of your project for peer review. Your original writing may be in the form of a research paper or a more creative form of writing. See the Final Project Handout for more information on the format. You are also expected to give an oral presentation of your research during the last week of class instruction. Assignment #4 is worth 100 points total. The Peer Review Assignment is worth 25 points. The oral Presentation is worth 25 points and the final project is worth 50 points. See the due dates in the syllabus for submitting your topic and
peer review. Oral Presentations are scheduled for in-class meetings on April 13 and April 15. Your Final Project is due on **Monday April 19 by 11:59 PM**

**Support!**

**Counseling and Psychological Services (CAPS):** If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you, for the classmate’s-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website: [http://PanthersCare.fiu.edu/](http://PanthersCare.fiu.edu/). Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/](https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

**History Writing Tutors:** The History Department has developed a support program for undergraduate History majors and undergraduate students who are enrolled in History Department courses. The Writing in History Program offers tutors to work specifically with you on writing for History courses. The tutors are available for online appointments. The History Writing Program also offers workshops and events on writing for History and surviving Gordon Rule courses. If you workshop your formal writing assignments with the Writing in History Tutors, you may take advantage of a two-day extended assignment deadline for the book review, short essay and/or final project. See the Writing in History Tutors page under "Getting Started" on the course website and/or this link for more information: [https://history.fiu.edu/tutoring/](https://history.fiu.edu/tutoring/)

**Course Outline**

**Module 01: Bonjour!**

**Week 1**

1/11: Welcome
- Read the syllabus
- Contribute to the “Introduce Yourself” Discussion
- Listen to Module 1 Video

1/12-1/13: France and the Black Experience: African American Writers/Intellectuals

1/14: Paris Noir/Black Paris
- Zoom Meeting 01, 1-2:15 PM
- Class Discussion: Why should we examine world history through the lens of Africans and the African Diaspora?

1/15: Library Day
- Read Ahead
Module 02: The History of Blacks in Paris
Week 2
1/18: MLK Holiday (University Closed)
1/19: What is the history of blacks in Paris?
  • Zoom/Class Meeting 1-2:15
  • Mini-Lecture “What is the history of blacks in Paris”
  • Discussion: What does “Acting French” mean to Ta Nehisi Coates?
  • Last day to add/drop course or withdraw without financial liability for tuition or fees
1/20: Race in Contemporary French Society
  • Familiarize Yourself with the Discussion Handout
  • Contribute to Practice Discussion
1/21: Africans and Antilleans in Paris
  • Zoom meeting, 1-2:15PM
  • Mini-Lecture: France, Racism and the Legacy of Colonialism
  • Discussion: What does it mean to be black and French today? How does Soumahoro shed light on the problem of “color blind France” for people of African descent particularly those whose descendants come from regions of the former French empire?
1/22: Library Day
  • Read Ahead

Module 03: African American Soldiers
Week 3
1/25: African American Soldiers in France
1/26: Black Soldiers in France during the Great War
  • Zoom Meeting, 1-2:15 PM
  • Mini Lecture: French Attitudes towards African American Soldiers
  • Discussion: Segregation in the U.S. Military versus French acceptance of African American Servicemen
1/27: African Soldiers in France during the Great War
  • Contribute to Discussion 01 by 11:59 PM
1/28: Black Soldiers in France
  • Zoom Meeting, 1-2:15PM
  • Mini Lecture: French attitudes towards African Soldiers
• Discussion: How did the Great war shape French attitudes towards African soldiers?
• Quiz 01 Opens 5 PM

1/29: Library Day
• Quiz 01 Closes, 5PM

**Module 04: African Americans in the Jazz Age, I**

**Week 4**

2/1: African Americans in Jazz Age Paris
• Read Book Review Handout

2/2: African American Women in Jazz Age Paris
• Zoom Meeting, 1-2:15 PM
• Discussion: How did African American entertainers shape the cultural life of Jazz age Paris?

2/3: African American Women in Jazz Age Paris

2/4: Zoom Meeting, 1-2:15PM
• Mini-Lecture: A Gender History of African Americans in Paris
• Discussion: Why did African American writers choose to live in France during the heyday of the Harlem Renaissance?

2/6: Library Day
• Read Ahead
• Work on determining your final project topic

**Module 05: African Americans in Jazz Age France, II**

**Week 5:**

2/8: African American Artists in Paris

2/9: African American Artists in Interwar Paris
• Zoom Meeting, 1-2:15PM
• Mini-Lecture: The World of African American Artists in Paris
• Discussion: Why did African American women artists look to Paris for inspiration and to pursue their career ambitions?

2/10: African American Women in Paris and Politics
• Read: Book I, Chap 4, “Black Paris Cultural Politics and Prose,” and Epilogue p. 143-158
• **Contribute to Discussion 02 by 11:59 PM**

2/11: Black Political Life in Paris
• Zoom Meeting, 1-2:15PM
Mini-Lecture: African American Intellectuals and Black Politics in Paris
Discussion: How did living in Paris shape black thinkers and the way they articulated the struggle for equality for black people in the U.S.?

2/12: Library Day
- Work on Assignment #1

Module 06: Assessment I
Week 6
- 2/15: Work on Assignment #1
- 2/16: No Zoom Class Meeting, Work on Assignments
- 2/17: Quiz 02 Due by 11:59 PM
- 2/18: No Zoom Class Meeting, Work on Assignments
- 2/19: Assignment #1 Due and Submit Paper Topic by 11:59 PM

Part II: France, Africa, and the Francophone African Diaspora
Module 07: The Legacy of French Empire
Week 7
- 2/22: Race and French Empire
  - Screen on your own, Frantz Fanon: Black Skin, White Mask directed by Issac Julien (1995, 72 minutes)
- 2/23: Colonialism and Race
  - Zoom Meeting, 1-2:15PM
  - Ms. Morganelli, GL Librarian gives overview of how to do research in FIU Libraries for your final paper

- 2/24: The Psychological Impact of Colonialism
  - Read Franz Fanon, Black Skin, White Masks, Chapter One, p.17-40
- 2/25: Franz Fanon and the Racism of Colonialism
  - Zoom Meeting, 1-2:15PM
  - Mini-Lecture: Frantz Fanon and the French Colonial Project
  - Discussion: What did Fanon identify as the psychological impact of colonialism for black people living under French rule?
- 2/26: Library Day
  - Work on Paper Bibliography

Module 08: Francophone Africa and the Caribbean in World War II
Week 8
- 3/1: France and Empire
  - Listen to Module 08 Video
- 3/2: Race, Nation and Empire
  - Zoom Meeting 1-2:15PM

- 3/3: African Soldiers and the Liberation of France in World War II
  - Read: Myron Echenberg, Colonial Conscripts, Chap. 6 “Morts pour la France”: The Tirailleurs Sénégalais and the Second World War,” p. 87-104
• **Discussion 03 opens 9 am**

3/4: Race, Nation and Empire
- Zoom Meeting, 1-2:15 PM
- Mini-Lecture: Senegalese Veterans and the Anti-Colonial Struggle in French West Africa
- Discussion: How did the experience of African soldiers who fought for France in World War II shape their thinking about France and about liberation from colonialism?

3/5: Library Day
- Work on Paper Bibliography
- Discussion 03 closes 11:59PM

**Module 09: Negritude: African and Caribbean Writers**

**Week 09:**

3/8: Black Writers in Paris

- Zoom Meeting 1-2:15 PM
- Mini-Lecture: Negritude: A Black Cultural and Literary Arts Movement
- Discussion: How did Black French writers and intellectuals respond to colonialism?

3/10: Negritude Women
- Reading Paulette Nardal, “In Exile” and the “Awakening of Black Consciousness among Black Students,” in T. Denean Sharpley-Whiting, *Negritude Women*

3/11: A Black French Intellectual Tradition
- Zoom Meeting, 1-2:15PM
- Mini-Lecture: Negritude beyond Paris
- Discussion: Why did the idea of Negritude resonate with black French subjects of colonialism?

3/12: Library Day
- Quiz 03 Open 5pm

**Module 10: A Black Writer on the Seine**

**Week 10: Exile in post-war France**

3/15: Exile in France

3/16: James Baldwin in France
• Zoom Meeting 1-2:15PM
• Mini-Lecture: Who is James Baldwin?
• Discussion: Why did James Baldwin choose exile?

3/17: Stranger in the Village
• **Contribute to Discussion 04 opens 9 am**

3/18: James Baldwin in France
• Zoom Meeting, 1-2:15PM
• Mini Lecture: James Baldwin and the Civil Rights Movement
• Discussion: Did Baldwin find equality in exile or did he remain a stranger in the village?

3/19: Library Day
• **Discussion 04 closes 11:59PM**

**Module 11: Assessment II**
Week 11: Assessment
3/22: Work on Assignment #2
• Last day to drop course with DR Grade or Withdraw with WI Grade
3/23: Work on Assignment #2
3/24: **Assignment #2 Due by 5:00 PM**
3/25: Work on Bibliography
3/26: Assessment
• **Bibliography Due 5:00pm**

**Module 12: Black People in Postwar France**
Week 12:
3/29: The legacy of Empire
• Listen to Module 12 Video
3/30: People of African Descent in Postwar Marseille
• Zoom Meeting, 1-2:15 PM
3/31: Race, Class and Gender in late 20th Century Paris
• Read Tyer Stoval, “From Red Belt to Black Belt: Race, Class, and Urban Marginality in Twentieth Century Paris,” in The Color of Liberty
4/1: Blackness in Postcolonial France
• Zoom Meeting, 1-2:15PM
• Mini-Lecture: The Migration of African and Caribbean People to France after 1960
• Discussion: How was living in France different for the Post-war/Post-colonial Generation?
• **Quiz 04 Open, 5:00PM**
4/3: Library Day
• Quiz 04 Due, 5:00 PM

Module 13: Research
Week 13: Research
4/5-4/7: Writing and Proofreading
• Finish First Draft of Paper
4/8: Complete Peer Review of Paper Draft by 11:59PM
4/9: Read Comments, Work on second draft and oral presentation

Module 14: Last Week of Classes
Week 14: Oral Presentations
4/13: Oral Presentations
• On Campus Meeting 1-2:15PM
4/15: Oral Presentations
• On Campus Meeting 1-2:15PM
4/16: Work on Final Paper
• Personal Manifesto Due by 11:59PM

Final Exam Week: April 19-24
Paper Due Monday April 19 by 11:59 PM

Policies and Procedures:
Attendance Policy: Regular and prompt attendance in Zoom meetings, in-person classroom meetings, and online activities is mandatory for successful completion of this class. Because this is a hybrid (hyflex) course you may be expected to check into the Canvas course webpage two to three times a week for announcements, to access assigned readings and films, for feedback on assignments, and for evidence that you are engaging in collaborative tools for group assignments. I will periodically check to see how many times you have clicked on the website, progressed through the module and how much time you spend on each part of the module. Your attendance will also be measured by your physical presence in online Zoom Meetings (see the course schedule) and the scheduled in-person classroom meetings. According to FIU policy, students may request to be excused from (online) class to observe a religious holiday for his or her faith. I may grant an excused absence for documented official university activities, medical emergencies for yourself or other unforeseeable and catastrophic crises. In cases of a request for an excused absence, I may require documentation in support of your request.

Late/Make-Up Policy:
1. I will accept formal writing assignments that are submitted late (Assignment #1, #2, #3, #4).
2. Late formal writing assignments will be marked down by five points per day late.
3. Late formal writing assignments will not be accepted more than ten days after the due date.
4. Exceptions will be granted for the same reason as excused absences or by my discretion.
5. There are no make-ups or re-takes of online assignments (quizzes, discussions) except for cases of approved excused absences (religious holidays, documented official university activities, documented medical emergency for yourself).

**Academic Misconduct:** According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else’s work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from zero on the assignment to failure in the course and reporting to the University. Familiarize yourself with FIU’s policies and procedures regarding Academic Misconduct as violation of this code has serious consequences for your permanent academic record and may affect your financial aid. See this link for FIU’s policies and procedures on Academic Misconduct: To review the student conduct and honor code, visit [https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php)

**Classroom Behavior:** FIU defines sexual harassment as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual’s employment or academic performance by creating an intimidating, hostile or offensive environment. This applies to both in-person classroom and online learning environments. Contact FIU Student Affairs for concerns about sexual harassment in the classroom.

**Accommodations:** If you have or believe you might have a disability-related need for modifications or reasonable accommodations in this course, contact the Disability Resources Center. Contact FIU Student Affairs for concerns about sexual harassment in the classroom.

**In Case of Campus Emergencies:** Please make sure your contact information is up to date in my.fiu.edu and that you have signed up for FIU alerts at [http://dem.fiu.edu/fiu-alert/](http://dem.fiu.edu/fiu-alert/). The link below explains what to do in the case of emergencies, weather or otherwise, [https://dem.fiu.edu/emergencies/index.html](https://dem.fiu.edu/emergencies/index.html)

**SYLLABUS DISCLAIMER**
Instructors retain the right to modify the course syllabus for any reason throughout the semester provided that:

- Fair and adequate notice is given to enrolled students either by e-mail, in writing, or through online publishing.
- Modifications to the syllabus are not arbitrary or capricious.
- Students are not unfairly disadvantaged by mid-semester changes to grading standards, attendance standards, or performance measures.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Finally, I reserve the right to change the syllabus to facilitate better learning.