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AFH 2000-U01: African Civilizations

Spring 2017

Tuesdays and Thursdays 5:00-6:15PM

Green Library, RM 100

Description

Welcome to AFH 2000: African Civilizations! In the early first century C.E. Pliny the Elder summed up ancient Greek knowledge of Africa by citing the proverb, “there is always something new out of Africa. And yet by the nineteenth century, the western world viewed Africa as primitive and lacking high civilization. The view that Africa is “no historical part of the world,” as nineteenth century philosopher George Hegel claimed, shaped twentieth century representations of Africa and African people and continues to pervade our understanding of Africa today. This class asks you to think critically about why continent Africa has been characterized as ahistorical. We will do this by examining the major themes that define Africa’s past from ancient times to the present such as religion, trade, kinship systems, and state building. This class covers five time periods: ancient African civilizations (3,000 B.C.E. - 1000 C.E.), the golden age of trade and empires (1000-1600 C.E.), the era of the transatlantic slave trade (1450-1850 C.E.), the age of colonial empire (1850-1935 C.E.) and the era of modern African nationalism, de-colonization and independence (1935-1960 C.E.). By necessity, this class focuses on breadth rather than depth. We will, however, consider specific case studies such as Nile Valley civilizations, the empires of the western Sudan, and the making of modern South Africa.

During the semester we will:

- Learn about and be able to explain some of the key developments in Africa’s History from 3,000 BCE to 1960 (Content Discipline Knowledge).
- Become more experienced in understanding, analyzing, and evaluating written arguments (Critical Thinking).
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. You will be able to demonstrate the ability to use English for written expression at the college level (Written Communication).
- Demonstrate knowledge of Africa’s geography

This course fulfills your historical foundations core requirement for history majors and the University Core Curriculum’s Humanities in Writing requirement for all students (Gordon Rule). Per State of Florida requirements, 60% of the course grade must consist of writing assignments totaling a minimum of 10 pages. In order to meet these requirements, you must achieve a grade of C or better! To help you meet this goal, we will practice writing frequently this semester and writing will make up a significant portion of your grade. Clear, concise communication through writing is not only integral to the work of historians but also key to success in college and in any profession!

This is a GL Foundations course that counts toward your GL graduation requirement. Students who take this course will be able to achieve the following Global Learning goals:

- Demonstrate knowledge of African agency or the ways in which local knowledge and strategies are related to world historical processes (Global Awareness)

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- Consider African perspectives when analyzing major historical movements, processes, and events (Global Perspective).
- Evaluate evidence related to Africa's past in order to pose questions and posit solutions to specific problems related to contemporary African realities (Global Engagement)

This course is a lecture and discussion class that will be taught in a **face-to-face** format. That means that we will meet in class on Tuesdays and Thursdays. Consequently, regular and prompt attendance is mandatory for successful completion of this class. More than seven unexcused absences will result in a deduction of your final grade by one letter grade. More than 12 unexcused absences will result in a failing grade for the course. All handouts, supplemental assigned readings, and submission of writing assignments will be delivered using Blackboard, FIU's online course management system. This means that you must have the ability to complete online assignments using FIU's Blackboard system. Online tutorials and in-person support for Blackboard are available through FIU's Division of Informational Technology, Office of Educational Technology Services. See this link for Blackboard support: <http://lmshelp.fiu.edu/>

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Instructor: Dr. Hilary Jones, PhD, Associate Professor, Department of History, **Email:** Use Course Messages in Blackboard. **Office Hours:** Tuesdays and Thursdays, 2:00-3:30pm or by appointment. **Office Location:** DM 300B. The instructor for this course designs all course content. She chooses assigned readings, creates and designs lectures, designs all writing assignments, tests, and discussion assignments for the course, prepares grading rubrics, and meets with students during drop-in office hours. Meet with the instructor to discuss course content, and issues or concerns that cannot be addressed with your T.A.

Teaching Assistants: [name], **Email:** [email] **Office Hours.** **Office Location:** [office hours, location]. The teaching assistants for this course are responsible for grading all of the assignments, meeting with students during office hours, responding to student inquiries via email, and recording attendance and participation. Get to know your T.A. for the class. Meet with the T.A. to discuss assignments, readings, or issues and concerns that pertain to grades and your progress in the class. The Instructor and T.A. will check email regularly (Monday-Friday). We will do our best to respond to you within 36 hours.

Course Website:

https://fiu.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id= 88340_1&cmp_tab_id= 446194_1&editMode=true&mode=cpview

Required Books:

- Erik Gilbert and Jonathan T. Reynolds, *Africa in World History*, 3rd Edition (2011) ISBN-0205053998
- D.T. Niane, *Sundiata: An Epic of Old Mali* (African World Press, Inc. African Writers Series), Revised Edition ISBN- 1405849428
- Pearson Writer- ISBN-013-17219

Books are available for purchase at the campus bookstore as a bundle. Alternatively, you may purchase an e-book version of *Africa in World History* directly from Pearson Website using this link: <https://www.pearsonhighered.com/etextbooks/> and rent Pearson Writer for 6 months or 12 months by purchasing through the Pearson Website at this link:

<https://www.pearsonhighered.com/products-and-services/course-content-and-digital-resources/learning-applications/pearson-writer.html>

If you choose this option, then you will have to purchase *Sundiata* separately. Additional readings are available in PDF format on the Blackboard course website in the “Content” folder. **Make sure that you buy the required textbooks at the beginning of the semester as the campus bookstore will return all copies to the publisher after the first four to six weeks of the semester.** Ultimately, you are responsible for coming to class having read the assigned materials by the date specified in the course outline and having completed the assignments indicated on the schedule for the day of the class meeting. You must have access to a copy of the day’s reading in class whether you bring the book, a printout of articles, a pre-arranged shared copy, and/or detailed notes from your reading of the assigned materials. I expect you to write handwritten notes in a notebook dedicated for this class. You will use the notebook to keep track of your notes on the assigned readings and for pop quizzes and writing assignments that are administered in class.

Schedule¹:

Week 1: Introduction

1/10: Introduction

- No reading assignment, review syllabus

1/12: Africa is not a country! Breaking down Stereotypes

- Read: Preface, xxi-xxiv and “Photo Essay: Imagining Africa,” in *Africa in World History*; Read “Caution Word” Document in Handout Folder; Read: Curtis Keim, Chapter 8 in *Mistaking Africa* and *Africa in World History*
- Active Learning: Class Discussion: How can we break down our own stereotypes and mis-perceptions about Africa and Africans?

Week 2: Geography and Environment

1/17: Geography and Environment

- Read: *Africa in World History*, Chap. 1 and Chap.2
- **Last day to add/drop classes without incurring financial liability for tuition and fees**

1/19: Bantu Migrations

- Read: *Africa in World History*, Chap. 3 and Chap. 4; and Thomas Spear, “Bantu Migrations,” p. 95-98 in *Problems in African History*; Do Pearson Writer Module: “Strategies for Writing in History”
- Active Learning: In-Class Writing on what does it mean to write History?

Week 3: Ancient Nile Valley Civilizations

1/24: The Idea of Eternal Life in Ancient Egypt

- Read, *Africa in World History*, Chap. 4, p. 67-68 and excerpt from *The Egyptian Book of the Dead* “The Doctrine of Eternal Life,” trans. E.A. Wallis Budge.

1/26: Nubia, Meroë, and Aksum

- Read: *Africa in World History*, Chap. 5, 78-84 and Cheikh Anta Diop, “The African Origins of Western Civilization,” 28-35 in *Problems in African History*. Do Pearson Writer Core Concept: Thesis Statements
- Active Learning Activity: What is the Afrocentric argument? Identify Cheikh Anta Diop’s thesis statement.

Week 4: Nubia, Meroë, Aksum

1/31: Nubia, Meroë, and Aksum

- Read *Africa in World History*, Chap. 5, 78-84.
- Do Pearson Writer Core Concept: Thesis Statements and Do Pearson Writer Core Concept: Critical Reading

2/2: Christianity in the Horn of Africa

- Read: *Africa in World History*, Chap. 6 including “Voices from African History: The Kebra Negast,” and “The Introduction of Christianity to Axum,” p. 94-96 in *Ancient African Civilizations*
- Active Learning: What is primary source evidence for interpreting history? How can we use this document on Ancient Axum to interpret the introduction of Christianity in the Horn of Africa?

¹The instructor reserves the right to change the content of the course outline to facilitate learning

Week 5: Islam in Africa

2/7: The Spread of Islam in Africa

- Read: *Africa in World History*, Chap. 7
- **In-Class Map Quiz**

2/9: The Africanization of Islam

- Read: David Robinson, *Muslim Societies in African History*, Chap.4 “The Africanization of Islam;” Do Pearson Writer Core Concept: Avoiding Plagiarism
- Active Learning: What evidence does Robinson use to make his argument? Evaluating historical analysis
- **Thesis Due, 4:00 PM**

Week 6: The Golden Age of Trade and States

2/14: Trans-Saharan Trade

- Read: *Africa in World History*, Chapter 7

2/16: The Empires of the Western Sudan

- Read: “Ibn Battuta’s West African Travels,” in Levtzion and Spaulding, *Medieval West Africa: Views from Arab Scholars and Merchants*; Do Pearson Writer Core Concept: Paraphrasing a Source
- Active Learning: Analyzing and Arab traveler’s view of women and matriliney in the Mali Empire

Week 7: Oral Tradition

2/21: The Griot Tradition

- D.T. Niane, *Sundiata: An Epic of Old Mali*, p. vii-xvi, xxiii-xxiv, 1-38

2/23: The Mali Empire in History and Memory

- Read, D.T. Niane, *Sundiata: An Epic of Old Mali*, p. 38-84; Do Pearson Writer Core Concept: Summarizing
- Active Learning: What can *Sundiata* teach us about Mandinka values and what relevance does it have in West African societies today?

Week 8: Midterm

2/28: Africa’s Written Tradition

- In-class Screening, “The Lost Manuscripts of Timbuktu”
- Pearson Writer Core Concept: Timed Writing for tips on writing essay exams

3/2: In-Class **Midterm Examination**

Week 9: Africa and the Atlantic Slave Trade

3/7: The Atlantic Slave Trade- No Class Meeting

- Read, *Africa in World History*, Part 2, Chapter 9, p. 143-163; Read: “Olaudah Equiano of the Niger Ibo,” by G.I. Jones in *Africa Remembered*; Screen on your own, “A Son of Africa”
- **Online Discussion Forum Due, 11:59pm**: Interpreting Narratives of Africans in the Atlantic Slave Trade

3/9: Slavery in Africa- No Class Meeting

- Read, *Africa in World History*, Part 2, Chapter 9, p. 163-174; Read, Gwendolyn Midlo Hall, “An African Nation in Colonial Louisiana,” p. 149-155 and Philip D. Morgan, “African Cultural Dynamics in the Americas,” p. 156-166 in Northrup, *The Atlantic Slave Trade*; Do Pearson Core Concept: Paragraphs
- **Online Discussion Forum Due, 11:59pm:** Did specific African cultural identities survive the Middle Passage or were African cultures to diverse to remain intact in the Americas?

Week 10: Spring Break

3/14: No Class Meeting

3/16: No Class Meeting

Week 11: The Making of South Africa

3/20: **Last day to drop classes with DR grade**

3/21: Africans and Europeans at the Cape

- Read: *Africa in World History*, Chapter 13, p. 241-248
- **Mini-Essay Due, 4:00pm**

3/23: State Building in Nineteenth Century southern Africa

- Read: *Africa in World History*, Chap. 13, 248-263; Read selected document, “Nandi bears a child by Sezankagona,” in *From the South African Past*
- Active Learning: In-Class Writing: How do we weigh popular perceptions of Shaka Zulu today with documentation about Shaka as a nineteenth-century state-builder?

Week 12: The Scramble for Africa

3/28: Europe’s Partition of Africa

- Read: *Africa in World History*, Chap. 14

3/30: African Resistance

- Read: “Berlin Conference,” and “Voices of Resistance” in *Africa and the West: A Documentary History* p.264-268 and p. 273-276. Do Pearson Writer Core Concept: Introductions
- Active Learning: Discussion of Understanding Plagiarism and Strategies to Avoid It

Week 13: Colonialism

4/4: The Colonial Economy

- Read *Africa in World History*, Chap. 15, p. 297-313
- **Paper Due 4:00pm**

4/6: The Colonial State

- Read, *Africa in World History*, Chap. 16, p. 314-338 and “African Oral Testimonies about Maji Maji, 1905” in *Africa in the West: A Documentary History*, bottom p. 273-p.276
- Active Learning: What effect did colonial policies have on African lives and livelihoods?

Week 14: Independence

4/11: De-colonization

- Read: *Africa in World History*, Chap. 18; Screen on your own, “African Independence” Pt. 1

4/13: African Nationalism

- Read: Kwame Nkrumah, “Freedom, Freedom, Freedom!” in *Africa and the West: A Documentary History* and Leopold Sedar Senghor, “Negritude: A Humanism of the Twentieth Century,” in *Perspectives on Africa*
- Active Learning: In-Class Writing: What perspective on African nationalism did you find more compelling and why, Nkrumah’s or Senghor’s?

Week 15: Postcolonial Africa

4/18: The Fall of Apartheid

- Read: *Africa in World History*, Chapter 19 and Screen, “African Independence” Pt. 3
- **Co-Curricular Assignment Due, 4:00pm**

4/20: Wrapping Up

- In-Class Evaluations

Final Exam Week: 4/24-4/29

Final Exam: TBD

Assignments:

Written Assignments (together worth 60% of your grade)

This semester, you are responsible for three written assignments. The goal of these assignments is to be able to write a paper with a THESIS STATEMENT and ARGUMENT. These assignments will become more challenging as the semester progresses and you become a stronger writer. For specific instructions related to each assignment, please refer to the individual assignment sheet. The History Department Writing Tutors are available to assist all students who are enrolled in History classes. If you take advantage of the History Writing Tutors to review and revise your paper, then you may receive a one-week extension on the paper deadline. To do this you must schedule an appointment with the History Writing Tutors in advance. I will check the History Writing Tutors Appointment Log on the day that the assignment is due to verify that you have already visited the History Writing Tutors or that you have an appointment to do so. You must bring a rough draft of your paper to your appointment to workshop with the tutor. If you revise your paper based on feedback from the Writing Tutors then you may take advantage of a one-week extension to submit your assignment.

All written work must be submitted to Turnitin via Blackboard. Turnitin will generate an Originality Report that will be visible to you immediately upon submitting the paper. If your paper shows a high plagiarism index (10% or higher) then you may re-submit the paper within 24-hours of the paper deadline, after which your submission is final. If you experience technical difficulties in turning in a paper, first contact FIU Division of Information Technology, see the following link: <https://it.fiu.edu/about/contact/>

Or contact the call center, 305-348-2284 (M-F 8am-6pm). If you still have difficulty submitting the assignment contact the T.A. for this course.

Thesis Assignment (20%): For this class you will complete one short writing assignment worth 100 points. This assignment is designed for you to practice the habits of writing for history or argumentative writing which requires you to craft an original thesis statement. This is a low-stakes, one-paragraph writing assignment that is based on the assigned readings and/or on

material from Pearson Writer. Use *Pearson Writer* to review your paper for grammatical and stylistic errors then revise before submitting your final draft. This assignment corresponds to the Global Awareness component of the Global Learning requirement. The Thesis Assignment is due, **Thursday February 9 by 4:00 PM**

Mini-Essay (20%): You are expected to complete a four to five page mini-essay that is worth 100 points. For this assignment, you are expected to use primary source evidence to interpret the past. See the Mini-Essay assignment handout for more information. Use *Pearson Writer* to review your paper for grammatical and stylistic errors then revise before submitting your final draft. This assignment corresponds to the Global Engagement component of the Global Learning requirement. The Mini-Essay is due on **Tuesday March 21 by 4:00pm.**

Paper (20%): This assignment is designed to demonstrate your ability to write a persuasive essay. You are expected to demonstrate your ability to craft an original thesis and to support your thesis with historical evidence. You will write a five to six page paper that answers a question related to a theme of Africa's past. I will provide the topic and the readings that you will use to write this paper. The short paper is worth 100 points. Use *Pearson Writer* to review your paper for grammatical and stylistic errors, then revise before submitting your final draft. See the paper assignment handout for more information. This assignment conforms to the Global Perspective component of the Global Learning requirement. The paper is due, **Tuesday April 4 by 4:00pm**

The rest of your grade will be earned in the following ways:

Map Quiz (3%): The map quiz tests your knowledge of all of the modern day nations of Africa and specific geographic features. All students are required to pass the map quiz. The map quiz is worth 100 points. Students who achieve lower than 70 points are required to re-take the map-quiz or receive a 0.0 for the assignment. See the map quiz handout for further instructions. The in-class map quiz is scheduled for **Tuesday February 7.**

Midterm Examination (10%): The midterm is worth 100 points. It covers information learned in the first half of the course. The midterm consists of short answer identifications and/or short answer responses. It may include multiple choice and true and false questions. The objective of the midterm is to test your comprehension of the events, personalities, sources, and concepts that tie together Africa's past before 1500. The midterm is an in-class examination that is scheduled for **Thursday March 2.**

Final Examination (15%): The final examination is worth 100 points. It covers information learned from the beginning of the course until the end. The final consists of identifications and short answer responses. It may include multiple choice and true and false questions. The objective of the final exam is to test your comprehension of the events, personalities, sources, and concepts that tie together Africa's past from earliest times to the present. See the Final Exam schedule announced by the Registrar early in the semester for the date and time of the Final Exam. All students must take the final exam in-class on the scheduled Final Exam Date. Personal travel does not constitute an excused absence. Do not make travel plans until you know the date and time of the final exam. Check <https://my.fiu.edu/> for the final exam schedule, in case the Registrar makes changes to the published schedule.

Online Discussion Forum (2%): You are responsible for completing one online discussion forum for this class. This assignment is due in two sessions over **Week 9**, March 7 and March 9. See the Online Discussion Forum Handout for more information on this assignment.

Co-Curricular Assignment (5%): As a GL core class, we are required to include one co-curricular activity. This means that you should engage in a meaningful activity that involves interacting with the course beyond the class materials, with the community at large. You may fulfill this requirement by completing one of these two options:

Option A: Attend an exhibit or a talk, on campus or off that is related to African Studies. I will provide you with a list of approved activities. You may suggest an activity but you must get my approval first in order for the event to count for the assignment. Write and submit a two to three paragraph essay describing the event, your experience attending said event, and explaining how your study in AFH 2000 shaped your understanding of the topic/event.

Option B: Reading an article in the popular media on a contemporary event in sub-Saharan Africa. Write a one-page letter to the editor critiquing the article based on the knowledge you have gained from AFH 2000. This assignment is due no later than 4/18 4:00 p.m.

Participation (5%): The participation grade measures your active engagement and demonstrated preparation. This is a subjective grade determined by the instructor in consultation with the T.A. The participation grade consists of your regular and prompt attendance, evidence that you have read the assigned materials for each class session, your participation in class discussion, completion of in-class assignments, ability to meet assignment deadlines, as well as your improvement and/or decline in the course. The “Active Learning Activities” specified in the course outline constitute an important part of your Participation grade. There are no make-ups for these assignments. The in-class writing assignments or quizzes are designed to test your knowledge of the weekly assigned readings, your completion of the Pearson Writer modules, and to generate class discussion.

Grade Distribution:

Assignments are graded according to accuracy of information, organization and clarity of writing, ability to follow directions, coherence of your argument and adequate explanation of historical context to support it. Late assignments are accepted up to one week after the assignment deadline, however, you will be assessed a late penalty unless in the case of an excused absence. Late assignments cannot be turned in all at once at the end of the course for a grade. Once final grades are submitted, I do not give additional work for a grade change. I reserve the grade of incomplete for extremely serious cases of students with extenuating circumstances. If you have an extenuating circumstance, you must see the instructor to discuss an incomplete grade at least three weeks before the last day of class. For more information on the grading criteria for individual assignments, see the individual assignment handouts or the information provided in the assignments section of the syllabus. Starting Fall 2016, FIU will not use the grades of C-, D+ or D- when calculating final grades. For that reason, I will not use these three grades for grading assignments. I use the FIU standard grading scale to calculate assignment grades and final grades. See the grade scale below:

LETTER	RANGE (%)	LETTER	RANGE (%)	LETTER	RANGE (%)
A	95 or above	B	83 – 86	C	70 - 76
A-	90 – 94	B-	80 – 82	D	60 - 69
B+	87 – 89	C+	77 – 79	F	59 or less

Support:

Gordon Rule courses emphasize writing rough drafts, and revising with feedback from instructors, tutors, or writing resources on campus. I strongly encourage you to write a first draft before submitting your final writing assignment. This is particularly important for the high stakes writing assignments (the mini-essay and the paper). Your T.A. may be available to read rough drafts of your papers if you submit the assignment to your T.A. at least 48 hours before you would like to get feedback on your draft. Alternatively, I will offer extra credit if you consult the History Department’s writing tutors on a rough draft of the mini-essay or the paper. To revise a rough draft, make sure to plan well in advance by setting up an appointment with your T.A. and or the History Department Writing Tutor in order to receive feedback in time to revise your draft and submit the final version for the assignment due date. See “Assignments” for more on the extra credit option.

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 who work specifically with you on writing for History courses. The tutors are available by appointment Mon-Fri, 9am-5pm. To make an appointment see the online scheduler on the History Writing Program website. The History Writing Program also offers workshops and events on writing for History and surviving Gordon Rule courses. See this link for more information: <https://history.fiu.edu/tutoring/>

The Center for Excellence in Writing! The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <https://writingcenter.fiu.edu/>

Class Policies

Attendance and Participation: Regular and Prompt attention is required for successful completion of this course. FIU policy grants excused absences and extensions in the case of “legitimate, verifiable cases of illness and emergencies,” religious holidays, military service, and legal requirements such as jury duty. It is your responsibility to inform the instructor or your T.A. in advance for an excused absence. The instructor may require that you provide documentation to grant an excused absence. For religious holidays and jury duty, inform the T.A. in advance to make-up or turn in assignments. In the case of illness or other extraordinary circumstances that prevent you from turning in an assignment on the due date, contact the T.A. immediately to arrange for an extension.

Classroom Behavior: I expect students who attend this class to behave in a professional manner. The same expectations that apply to workplace behavior apply to this academic setting. I expect you to respect the opinions of your classmates and to exercise professionalism in your communication with the instructor and the T.A. for this course. For information on what constitutes sexual harassment and FIU's policy on sexual harassment see p. 50 "Policies and Regulations" of the FIU Student Handbook, <http://campuslife.fiu.edu/index.php/student-handbook-20132014/>

Late Policy: All writing assignments are due on the date and time specified. There is a penalty for turning in assignments late. Late assignments are marked down five points per day late, unless I grant an extension. Late writing assignments will not be accepted more than two weeks after the assignment deadline. No make-ups are allowed for in-class writing assignments or quizzes. In the case of a missed examination, you must contact your T.A. immediately. The instructor may require documentation in order to grant a make-up examination. Make-up tests must be completed within two days after the exam has been administered. Exceptions will be granted for excused absences in accordance with FIU policy.

Scholastic Dishonesty: 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 a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

Academic Misconduct and Plagiarism: FIU's Office of Academic Integrity spells out all of the forms of Academic Misconduct that constitute violations of the FIU Honor Code. FIU considers plagiarism as, "The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct." I follow FIU's policies and procedures regarding all cases of academic misconduct. In the case of the first evidence of plagiarism, I will give the student the opportunity to resolve the matter informally per FIU's policies. If a student does not consult with me and/or does not agree to the terms I determine, then I will file a formal complaint of Academic Misconduct. 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: <http://undergrad.fiu.edu/academic-integrity/misconducts.html>

Policy on Use of Electronics and Recording Devices in the Classroom: Use of electronics in the classroom for any purpose other than classroom activities is strictly forbidden. The professor does not give permission to record any portion of the lecture course through audio, visual, or

other digital means. The course materials constitute the professor's intellectual property and are not intended for dissemination outside of the classroom. All cell phones and electronic devices must be turned off. If a telephone rings in class or if I find students who are using laptop computers for any reason other than to consult assigned readings or to complete a specific task as part of classroom instruction, you will be required to leave the class. Additionally, if you record any part of the classroom activities using any audio or visual recording device (including taking photographs), I will request that you leave the class. Students who wish to take notes on laptop computer must sit in the last row of their section in order not to distract other students in the class.

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/>. The link below explains what to do in the case of emergencies, weather or otherwise.
<http://dem.fiu.edu/types-of-emergencies/index.html>

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center. <http://drc.fiu.edu/> I am very happy to work with you and with them to accommodate you in the best way possible. Even if you do not need accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please see me as soon as possible. **It is easier for everyone to address an issue before it becomes a problem.**

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.

Syllabus Contract

AFH 2000-U01

Dr. H. Jones

I, _____ have read the contents of the course syllabus for AFH 2000-U01. I understand the course content, the course schedule, the requirements and the policies stated for this course. I agree not to record course lectures (using either audio, visual or digital technology) or otherwise disseminate non-published materials that are part of this course without the explicit permission of the instructor. I have read the syllabus and will abide by the requirements and policies stated in the document.

Signed:

Date:

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