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AFH 2000-U01: African Civilizations
(Cross Referenced with AFS 3331)

Summer B - 2018

Online – Dr. Hilary Jones

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 historic 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 continental Africa has been characterized as ahistorical. By taking this class, you will become familiar with the broad chronology of Africa’s past: 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.). You will also learn about the major themes that define the long sweep of Africa’s history such as trade, kinship systems, state-building, and religion. By necessity, this class focuses on breadth rather than depth. Still, we cannot cover every aspect of African History in this course. As a result, I have chosen specific case studies that illustrate these themes across time. We will examine the ancient civilizations of the Nile Valley, the infamous empires of ancient Ghana, Mali, and Songhay, Africa in the era of the Atlantic slave trade, African resistance to colonialism, and the rise of African nationalism.

During the semester you will:

- Learn about and be able to explain some of the key developments in Africa’s History from Ancient Africa to the era of African Independence (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). To meet the 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!

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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)
- 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 will be taught in a **fully online** format. That means that we will not meet in person. Students are expected to follow directions for each lesson and to submit all assignments by the specified due date in the course outline. Late Canvas Assignments will not be graded! All handouts, supplemental assigned readings, and submission of writing assignments will be delivered using Canvas, FIU's online course management system. This means that you must have the ability to complete online assignments using FIU's Canvas system. Online tutorials and in-person support for Canvas are available through FIU's Division of Informational Technology, Office of Educational Technology Services. See this link for Canvas support: <http://lmshelp.fiu.edu/>

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Instructor: Dr. Hilary Jones, PhD, Associate Professor, Department of History, **Email:** Use Send Email in Canvas. **Drop-In & Online Office Hours:** Thursdays 10:30-12:30 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 holds drop-in and virtual office hours with students.

Teaching Assistants: Mr. Ubba Kodero **Email:** In Canvas **Online Office Hours:** and Roxana Nedervelt. **Email:** In Canvas. **Online Office Hours:** T.A.s will respond to emails in Canvas during their Online Office Hours. The teaching assistants for this course are responsible for grading all of the assignments, responding to student inquiries concerning grades on formal writing assignments, tests, the discussion forum, and other assignments. Contact your T.A. to discuss assignments, readings, or issues and concerns that pertain to grades and your progress in the class. For formal writing assignments, Mr. Kodero will grade students with last names A-J and Mr. Nedervelt will grade students with last names K-Z.

The Instructor and the T.A.s will check email regularly from Monday-Friday. We will do our best to respond to you within 36 hours.

Course Website: Canvas Learning Management System, <https://fiu.instructure.com/courses/12459>

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* (Longman Writers Series), Revised Edition ISBN- 1405849428

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/>

If you choose this option then you will have to purchase *Sundiata* separately at the FIU Bookstore, or through any available online retailer.

Additional readings are available in PDF format on the Canvas course website in the “Course” folder. Make sure that you buy the required textbooks immediately as this is an intensive semester course. Ultimately, you are responsible for acquiring assigned materials and having access to a computer that supports Canvas course management system. I strongly suggest that you write handwritten notes in a notebook dedicated for this class to keep track of your notes on the assigned readings, and films, and to organize your assignments.

Schedule:

Module 1: Understanding the African Past

6/18: Introduction

- Familiarize yourself with the syllabus and the course website

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

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- Contribute to the Discussion Forum “Introduction.” Introduce yourself to your classmate by writing a 200-word discussion post that answers the following questions: What are your academic goals at FIU? What is your major? What is something that you know already about Africa and/or the African past? What do you wish to accomplish by taking the course and what is one of your interests or hobbies that help us to learn more about you as a person?
 - Read Map Quiz Handout, Optional exercise, print a printable map of Africa with country boundaries, set your timer for 10 minutes, fill in as many of the country names as you can in 10 minutes to test your current knowledge of Africa’s geography
 - Take Canvas Practice Quiz
- 6/19: Africa is not a Country! Breaking down Stereotypes
- Read: Preface, xxi-xxiv in *Africa in World History*
 - Read: Curtis Keim, Chapter 8 in *Mistaking Africa* and *Africa in World History*
 - Read my “Caution World List”
 - Contribute to Discussion Forum 01: “Africa is not a Country” Write a 200-300 word Discussion Post that answers the following question: What is one of the notions of “Africa” as described by Gilbert and Reynolds that grabs your attention and why? What do you learn from Keim about the word “tribe” and why it is problematic for understanding Africa and Africans? What word would you use to substitute for tribe? In your post include at least one question for further discussion based on the assigned readings. Post due on **Thursday 6/21 by 11:59PM**
- 6/20: Geography and Environment
- Read: *Africa in World History*, Chap. 1 and Chap.2
- 6/21: Bantu Migrations
- Read: *Africa in World History*, Chap. 3 and Chap. 4; Read Power-point “Bantu Languages and Migrations”
 - Read Thesis Assignment Handout
 - **Discussion Forum 01 Post Due by 11:59PM**
- 6/22: Assessment
- Take Quiz #1 by 11:59PM
 - Replies to Discussion Forum 01, **Due Friday by 11:59PM**
- 6/24: Submit Map Quiz
- **Map Quiz Due** Upload your Map Quiz to the Map Quiz Assignment Link in Canvas
- Module 2: Ancient African Civilizations**
- 6/25: Ancient Egypt
- Read, *Africa in World History*, Chap. 5, pgs. 67-78
- 6/26: Nubia and Aksum
- Read *Africa in World History*, Chap. 5, p. 78-84
 - Green, “Nubia” by Gus Casely-Hayford, “Lost Kingdoms of Africa”
<http://fiu.catalog.fcla.edu/permalink.jsp?27FI032075653>
 - Contribute to Discussion Forum 02: From Nubia to the Horn of Africa, write a discussion post that explains what study of Ancient Nubia and the Horn of Africa illustrates about the existence of advanced states, societies, and cultures in inner Africa during the age of Ancient Egypt? What connections do you make between Nubia and Aksum and Ancient

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Egypt? Write specifically about how Casely-Hayford's explanation of archeological evidence makes this case. Include at least one question for further discussion.

6/27: Christianity in the Horn of Africa

- Read: *Africa in World History*, Chap. 6 including "Voices from African History: The Kebra Negast," and PowerPoint "Christianity in the Horn of Africa"

6/28: Work on Thesis Assignment

- Meet with History Writing Tutors or Writing Center (submit draft at least one week advance), Get feedback from tutors or writing assignment to revise (optional)
- Post to Discussion Forum 02 Due by 11:59PM

6/29: Assessment

- Take Quiz #2 by 11:59PM
- Replies to Discussion Post 02 due by 11:59PM

7/1: Formal Writing Assignment #1 Due

- **Thesis Assignment Due by 11:59PM**

Module 3: Africa's Golden Age of Trade and States

7/2: Islam and the Empires of the Western Sudan

- Read: *Africa in World History*, Chapter 7
- Read: Powerpoint "Trans-Saharan Trade and the Empires of the Western Sudan"
- Read: Mini-Essay Handout

7/3: North African Traveler's Accounts

- Read: Ibn Battuta's West African Journeys in Levtzion and Spaulding, *Medieval West Africa: Views from Arab Scholars and Merchants*
- Screen, "The Lost Manuscripts of Ibn Battuta"
- Contribute to Discussion Forum 03: North African Traveler Accounts: Primary sources are the main form of evidence that historians use to interpret the past. Interpreting primary sources requires looking out for the perspectives that the author brings to the account. Write a 200-350 word post reflecting on Ibn Battuta's observations of life in ancient Mali. In what ways does Ibn Battuta's account reflect the perspective of a North African traveler seeking to document the fourteenth century Muslim world? What is useful about this outsider account and what do you find problematic? Include at least one question for discussion. **Post due on Thursday 7/5 by 11:59PM**

7/4: Oral Tradition

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

7/5: The Mali Empire in History and Memory

- Read, D. T. Niane, *Sundiata: An Epic of Old Mali*, p. 38-84
- **Discussion Post 03 Due**

7/6: Assessment

- Take Quiz #3 by 11:59PM
- Discussion Forum Replies due by 11:59PM

Module 4: The Atlantic Slave Trade's Impact on Africa

7/9: The Atlantic Slave Trade

- Read, *Africa in World History*, Chapter 9, pgs. 143-157 ("Why not Africans?")

7/10: Understanding the meaning of "slavery" in Africa

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- Read, “Mungo Park” and “P.E.H. Hair” in Northrup, *The Atlantic Slave Trade*
- Read Power-point: Understanding Slavery in Africa
- Contribute to Discussion Post: The Meaning of Slavery in African Societies. In their landmark study of slavery in Africa, anthropologists Susanne Miers and Igor Kopytoff wrote that whereas freedom is considered to be the opposite of slavery in the West for African societies, “the opposite of slavery is belonging.” After surveying the institution of slavery across Africa, Miers and Kopytoff found that African societies sought to incorporate captives into the lineage group of their captors even though the process occurred over generations. Read the excerpt from Scottish explorer Mungo Park’s account of slavery along the Gambia River and the interviews by German Missionary Koelle compiled by historian P.E.H. Hair. How do these accounts help you better understand the meaning of slavery in African societies? What do the first-hand accounts tell you about the different types of institutions of “slavery” in Africa during the era of the transatlantic slave trade? Include at least one question for discussion. Post **due Thursday 7/12 by 11:59PM**

7/11: The Middle Passage

- Read, *Africa in World History*, Chapter 9, pgs. 157 (“The Nature of the Slave Trade”) to p. 165 (“Counting the Cost”)
- Screen, “A Son of Africa”

7/12: Effects of the Atlantic Slave Trade

- Read, *Africa in World History*, Chp. 9, pgs. 165 (African Culture in Diaspora) to pg. 174.
- **Discussion Post 04 Due by 11:59PM**

7/13: Assessment

- Take Quiz #4 by 11:59 PM
- Reply to Discussion Forum 04 Due by 11:59PM

7/15: Formal Writing Assignment #2

- **Mini-Essay Due by Sunday at 11:59PM**

Module 5: Africa under Colonial Rule

7/16: The Scramble for Africa

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

7/17: The Colonial Economy

- Read, *Africa in World History*, Chap. 15
- Boahen, “African Independence” Pt. 1, <http://www.fcla.edu/permalink.jsp?27FIPDA002954058>
- Contribute to Discussion Post 05: Economic Change under Colonial Rule. In his book, *Africa: Perspectives on Colonialism*, Ghanaian historian A. Adu Boahen wrote that while the colonial period lasted less than a hundred years, a short span in the life of the continent, this period brought unprecedented changes to the lives of African people. For this week’s discussion, think about the nature of the colonial economy as explained by Gilbert and Reynolds in Chapter 15 of *Africa in World History*. What issue stands out to you as a key factor that affected African lives and standards of living in the colonial period (1910-1950)? In what ways did the introduction of cash crops, the settler economy, the mining economy, or urbanization affect the daily

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lives of African people. What do you learn from the beginning of Zuberi's documentary "African Independence," Pt. 1 about how colonialism affected the lives of African people? Choose an example from the chapter that stands out to you and write a 200-250 word post explaining how colonialism dramatically changed the economic lives of African men, women, and children. Include at least one question in your post for discussion.

7/18: The Colonial State

- Read, *Africa in World History*, Chap. 16
- Read, Power-point, "Africa under Colonial Rule"

7/19: Work on Paper

- **Discussion Post 05 due by 11:59PM**

7/20: Assessment

- Take Quiz #5 by 11:59PM
- Reply to Discussion Forum 05 Due by 11:59PM

7/22: GL Co-Curricular Assignment Due

- **GL Co-Curricular Assignment Due by 11:59 PM**

Module 6: Nationalism and Independence

7/23: The Rise of African Nationalism

- Read: *Africa in World History*, Chap. 18

7/24: Decolonization and Independence

- Screen, "African Independence" Pt. 2, <http://fju.catalog.fcla.edu/permalink.jsp?27FIPDA002954058>
- Contribute to Discussion Post: The Struggle for Independence. In the documentary "African Independence," you learn that the struggle for African liberation from colonial rule did not happen overnight and without violence. Read "Voices from African History: Nnamdi Azikiwe on Imperialism in *Africa in World History* and the excerpt from Kwame Nkrumah speech, "Freedom, Freedom, Freedom!" at the moment when British rule ended in Ghana, 1957 (see PDF in module). Screen the documentary, "African Independence," Part 2. What do you learn from these sources about the role that African leaders and activists played in ending colonialism? What world did they envision for their countries and for Africa as a continent in the era of independence? Write a 200-250-word post answering this question and include at least one question for discussion.

7/25: Formal Writing Assignment #3

- **Due by 11:59PM**

7/26: Postcolonial Africa

- Read, *Africa in World History*, Chapter 19
- Screen "African Independence," Pt. 3, <http://fju.catalog.fcla.edu/permalink.jsp?27FIPDA002954058>
- **Post to Discussion Forum 06 due by 11:59PM**

7/27: Assessments

- Take Quiz #6 by 11:59PM
- Replies to Discussion Forum 06 due by 11:59PM

Assignments:

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Formal Writing 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.

All written work must be submitted to Turnitin via Canvas. Upon successful submission of your assignment, Turnitin generates a receipt of submission. Keep this receipt as proof of your submission. Check spam and/or junk folders for the receipt. 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), you may re-submit the paper before the paper due date, after which your submission is final. Remember, that sharing your answers to quiz questions, discussion posts, or collaboration in written assignments may constitute evidence of plagiarism. You are responsible for your own individual submission.

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-us/> 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 (10%): For this class you will write a one and a half to two page paper (375-500 words) analyzing an author's thesis. The Thesis Assignment is worth 100 points. This is a low-stakes writing assignment that is based on the assigned readings. This assignment corresponds to the Global Awareness component of the Global Learning requirement. **Due Sunday July 1, 2018 by 11:59PM**

Mini-Essay (20%): You are expected to complete a three to four page (700-950 word) 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. This assignment corresponds to the Global Engagement component of the Global Learning requirement. The Mini-Essay is **due Sunday July 15 by 11:59PM**.

Paper (30%): This assignment is designed to demonstrate your ability to write a persuasive paper. You are expected to demonstrate your ability to craft an original thesis and to support your thesis with historical evidence. You will write a four to five page paper (1,000-1,250 words) 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. This assignment conforms to the Global Perspective component of the Global Learning requirement. The paper is due **Wednesday July 25 by 11:59PM**.

History Writing Tutors! (Optional). The History Department has a tutoring service available for any student who is taking a History class. The History Writing Tutors will read rough drafts of your writing assignments and provide you with critical feedback to revise your assignment. While you are not required to get feedback from the History Writing Tutors before submitting your formal writing assignments, I highly suggest that you make use of this service as it will help

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you improve your writing and the readability of your paper. Remember that you must make an appointment well in advance and submit your paper to the tutors at least two days in advance of your appointment. You can make an in-person or online appointment.

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

Quizzes (20%): The quizzes test your comprehension of the content of the course. Quiz questions vary from short answer essays to multiple choice, true and false, and ordering. The objective of the quizzes is to test your comprehension of the events, personalities, sources, and concepts that tie together Africa's past. Quizzes open on Mondays at 9:00 AM. Weekly Quizzes are due by Friday at 11:59PM.

Online Discussion Forum (15%): You are responsible for completing all online discussion forums for this class. See the Online Discussion Forum Handout for more information on this assignment. The Discussion Forum will open on Monday, posts are due on Thursdays by 11:59PM and replies are due by Fridays at 11:59PM. Late Discussion Assignments will not be graded.

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 identifying and reading an article in a popular mainstream 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 on **Sunday July 22 by 11:59PM.**

Map Quiz (0%): Every student is required to submit your own map of Africa. This is a non-graded assignment that will not affect your grade; however, every student is required to turn in his/her own map in order to pass the class. See the Map Quiz handout for more information. You must submit the map online by **Sunday June 24 at 11:59PM.**

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. Expect an average one-week turnaround to receive feedback on written assignments and the discussion forum. Once final grades are submitted, I do not give conditional work or 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 contact the instructor to discuss an incomplete grade at least one week 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:

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LETTER	RANGE (%)	LETTER	RANGE (%)	LETTER	RANGE (%)
A	95 or above	B	83 – 86	C	70 – 76
A-	90 – 94	B-	80 – 82	D	66 – 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 your first draft before submitting your final writing assignment. This is particularly important for the high stakes writing assignments (the Mini-Essay and the Paper).

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 schedule 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:

Online Behavior: I expect students who attend this class to behave in a professional manner just as they would in a face-to-face class. The same expectations that apply to workplace behavior apply in 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 page 90 "Policies and Regulations" of the FIU Student Handbook, <http://campuslife.fiu.edu/index.php/student-handbook-20132014/>

Late Assignment Policy: All writing assignments are due on the date and time specified. There is a penalty for turning in formal writing assignments late. Formal writing assignments constitute the the Mini-Essay, and Paper. Late formal writing assignments are marked down five points per day late, unless I grant an extension. Late writing assignments will not be accepted more than one week after the assignment deadline. No make-ups are allowed for quizzes or Discussion Posts, unless I grant an exception. The instructor may require documentation in order to grant a make-up test or assignment.

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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 sanctions 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>

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 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.

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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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