Second Year Seminars are innovative courses that investigate topics in the arts and humanities from a global perspective. They are taught by faculty across the university with specializations in these fields. Recent topics for HHUM205 have included “Dancing in the World,” “History, Memory, and Human Rights in Latin America,” and “Digital Discourses in the Muslim World.”

Sections of HHUM205 are capped at 20 students to provide Honors Humanities students with the opportunity to work closely with faculty, create meaningful relationships with peers, and encounter intellectual challenges in a rigorous, enriching, and individualized learning environment.

Our vision is to give students the opportunity for close, imaginative engagement with forms of creative expression, issues, and ideas that—across time and across cultures—have expressed what it means to be human.

To learn more about HHUM205, please review our three Fall 2019 course syllabi below.
HHUM205: Dancing in the World
Fall 2019
MW 3:30-4:45 PM, CSPAC 3730 (Mulitz-Gudelsky)
ELMS site: https://go.umd.edu/HHUM205-0101

Instructor: Dr. Kate Spanos
kspanos@umd.edu, 301-405-7311
2814 Clarice Smith Performing Arts Center
Office hours: By appointment

Teaching Assistant: Claire Asenso
casenso@umd.edu

Course description
What does it mean to dance in the world? Why do we dance and how do we study dance? In this course, we discuss themes related to why people throughout the world dance: to feel a sense of community; to celebrate; to assert a particular social, racial, or cultural identity; to resist oppression; to pray; to laugh and feel joy; to tell stories; or to create cultural knowledge. The course provides an introduction to approaches for studying dance from historical, ethnographic, and theoretical perspectives. Coursework emphasizes the relationship between scholarship and practice in dance research, and students will be expected to not only discuss and read about dance, but also get up and dance. Assignments throughout the semester lead up to a final project on the student’s dance topic of choice.

Course objectives
- To learn why people from various communities and cultures around the world dance;
- To understand how dance is used as a form of cultural expression;
- To introduce the study of dance using ethnographic methods;
- To introduce concepts from dance history and theories of dance;
- To learn how to analyze movements and gestures as forms of embodied knowledge.

Course format
This is a seminar-style class that focuses more on group discussions than on instructor lectures. In general, we will have one class per week that focuses on dance scholarship and one class per week that offers you a “dance experience” or an opportunity to practice dance research methods. We will shift the tables and chairs accordingly. By the end of the semester, you should have an understanding of how scholarship and practice are intertwined in dance research.

Required readings
No textbooks required; all readings will be posted on ELMS.
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tr>
<td>Weekly reflections (10 reflections; 1-2 paragraphs)</td>
<td>50 points (5 points each)</td>
<td>Due at 3:30pm on the day that the reading is listed</td>
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<tr>
<td>Research notebook (15 notes; 1 note per week)</td>
<td>50 points</td>
<td>1 per week Final notebook due Dec 9</td>
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| Four project assignments                              | 100 points (25 points each)  | Topic due Sep 11  
1. History/Culture due Oct 2  
2. Ethnography due Oct 23  
3. Interview due Nov 6  
4. Analysis due Nov 20 |
| Final presentation                                    | 100 points                   | Dec 2-4                                                                  |
| Final paper                                           | 100 points                   | Dec 13 (3:30pm)                                                          |
| Attendance and participation                          | 100 points                   | Ongoing                                                                  |
| TOTAL                                                | 500 pts                      |                                                                          |

No exams or quizzes.
Assignment guidelines and grading rubrics are available on ELMS.
See the UMD Marking System (https://go.umd.edu/56s) and HHUM205 Grading Table on ELMS (under Pages).

- Weekly Reflections

Each week, you will write a short 1-2 paragraph (100-250 words) reflection on the reading (due on ELMS on the day the reading is listed at 3:30pm). These reflections are not meant to be a summary or outline of the reading, but a reflection on what you found interesting, confusing, or surprising. Use the following suggested prompts to get started:

- I was interested to learn about __________ because ...
- I was confused/surprised by __________ because ...
- This reading reminded me of __________ because ...
- This reading made me uncomfortable because ...
- I agreed/disagreed with the author about __________ because ...

We will discuss these during class, so please bring your reflection with you to class, either on your laptop/tablet or on paper. See R1, R2, R3, etc. on the schedule for days on which reflections are due. (Note: There are 11 opportunities to write a reflection, but only 10 will be graded—so you have one freebie!)
• Semester Project

Choose a topic
In the first two weeks of class, you will choose a dance topic to study throughout the course of the semester (due Wednesday, September 11). You will be expected to attend at least two live events related to that dance, such as a class, workshop, performance, celebration, service, or other. You are encouraged to participate in the event (i.e., get up and dance), but you may also just observe if participation is not appropriate. You will also interview at least one person for your topic, so plan early. Some suggested topics for your project are available on ELMS.

Assignments
You will complete four assignments throughout the semester that will require you to research your dance topic in four different ways:

1. Research on historical and cultural context (2-3 pages; due Wednesday, October 2)
2. Ethnographic account of your experience (2-3 pages; due Wednesday, October 23)
3. Interview(s) (no page count; due Wednesday, November 6)
4. Analysis of dance concepts (2-3 pages; due Monday, November 20)

Assignment guidelines and grading rubrics are available on ELMS.

Student presentations
The last full week of the semester (after Thanksgiving) is reserved for final student presentations (about 10 minutes each). We only have time for 8-10 in-class presentations, so you can either do a joint presentation with a classmate (talk to Dr. Spanos about this) or turn in a video presentation via ELMS. There will be a sign-up sheet for in-class presentation slots.

The format of the final presentations is open-ended—you could give a performance, give a short lecture, teach a quick workshop, etc. With each presentation, you will turn in a description or outline (one page or less) that explains how your presentation touches on the four aspects of your project (history/culture research, ethnographic account, interview, analysis). For in-class presentations, we will take a few minutes after each presentation for your classmates to provide constructive feedback on your project. For video presentations, Dr. Spanos will assign small groups to watch each other’s videos and provide feedback. Note: Student feedback will not affect the final grade; final grades will be determined by Dr. Spanos. See the guidelines and grading rubric on ELMS for more details.

Final paper
The final step is to synthesize the four aspects of your project into a single coherent paper (8-10 pages; due on Friday, December 13 at 3:30pm, our scheduled final exam date). By this point, you will have written four short papers and received feedback from Dr. Spanos and your classmates. Your job will be to go back and revise previous assignments and fit each section together in a
format of your choice, given what you have learned about your topic throughout the semester. See the guidelines and grading rubric on ELMS for more details.

All papers must be **double-spaced in 12-point (reasonable) font.** All written work must clearly cite any outside quotations and sources using an appropriate and consistent citational practice (MLA, Chicago, etc.). The grading rubrics are posted on ELMS and will be discussed in class. **Papers are due via ELMS at the start of class; late work will lose 5 points for each day it is late (after 3:30pm on the due date is the first late day).**

- **Research notebook (50 points)**

Over the course of the semester, you will keep a **digital research notebook** that includes real-world examples relating to class topics and/or your project. You will be required to use **Evernote** to create and organize your notebook. This **free app** is a useful tool for students/researchers and can be downloaded onto your smartphone, tablet, and/or computer. We will do an in-class tutorial to familiarize you with the app’s features; further resources and tutorials are posted on ELMS. Use the following link to sign up for a free Basic plan: [https://evernote.grsm.io/ebcc-KateSpanos](https://evernote.grsm.io/ebcc-KateSpanos).

Each week, you will be required to find **at least one example relating to that week’s discussion, readings, and/or your project.** Look for **videos, articles, or social media posts** online; pay attention throughout your day for real-world examples and document what you see/hear with **photos, videos, or digital scans.** Include as much variety as possible -- that is, avoid using all social media posts, or all newspaper articles, or all videos. All online examples must be **trackable** (i.e., include links, dates, locations, etc.) and you must **cite any offline articles or books** using an appropriate citational practice (MLA, Chicago, etc.). Each example must be accompanied by at least a **3-5 sentence annotation (description),** explaining how the example relates to class topics. Use the Evernote **tagging** feature to organize your notes. You should have 15 notes by the end of the semester (1 per week).

This assignment is designed to get you to pay attention, stimulate your curiosity, engage with class topics outside of class, think creatively, organize your thoughts on a digital platform, and see your world from other perspectives.

Dr. Spanos and your TA will conduct **periodic check-ins** on your notebooks to make sure you are updating your notebook each week. You will share your notebook with Dr. Spanos and your TA (via Evernote sharing with kspanos@umd.edu and casenso@umd.edu), and you should be prepared to share examples with the class. (Thus your work on the notebook will feed into your participation grade.)
You will receive a grade for your notebook at the end of the semester (worth 50 points). You will be graded on the completeness, quality, organization, variety, and creativity of your notebook. Guidelines and the rubric are available on ELMS.

- **Attendance and participation (100 points)**

Regular class attendance is expected. You should arrive prepared, having read and written a reflection about the day’s reading(s).

All students begin with the maximum 100 points. Your participation will be evaluated based on your willingness to think, engage, and comment during class. You are allowed one free unexcused absence; every subsequent unexcused absence will result in a 5 point deduction from your attendance grade. Excused absences require a note from a doctor or other authority. Please notify Dr. Spanos if you must miss class for medical, religious, or personal reasons.

Please avoid loud or messy eating/drinking during class. Laptops and tablets will be permitted in class for note-taking only; cell phones may not be used in the classroom.

This class should be a space where we can openly discuss without judgment. There is always more than one side to a story, and so it is important that we allow every voice to be heard and considered. Respect for your classmates and instructors is required in this class; remain open-minded to perspectives and beliefs other than your own.

Course communication will happen through email and ELMS announcements, so check your email regularly.
## Schedule

*Readings/viewings are due on the day they are listed. Subject to change.*

| Week 1 | **Why study dance?**  
Reading: “Five Premises for a Culturally Sensitive Approach to Dance,” Deirdre Sklar (1991) *(no reflection required)*  
In-class dance experience: Irish céili dancing |  |
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<tr>
<td>M Aug 26</td>
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<td>W Aug 28</td>
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| Week 2 | **How do we talk about dance?**  
NO CLASS (Labor Day)  
Reading: “Folk Dance,” Joanne Kealiinohomoku (1972); “Definitions of Folk Dance,” Theresa Buckland (1983); *The Do’s and Don’t’s of Cultural Appropriation* (optional) |  |
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<tr>
<td>M Sep 2</td>
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<tr>
<td>W Sep 4 (R1)</td>
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| Week 3 | **Dancing the nation**  
In-class research choice due  
In-class research methods: Performing Arts Library visit |  |
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<tr>
<td>M Sep 9 (R2)</td>
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<td>W Sep 11</td>
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| Week 4 | **Dance and ritual**  
In-class dance experience: Tibetan tap dance with guest Allen Xing  
Reading: “The Dervishes Dance,” Jale Erzen (2008) and watch Whirling Dervish video on ELMS |  |
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<td>M Sep 16</td>
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<tr>
<td>W Sep 18 (R3)</td>
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| Week 5 | **Embodied knowledge**  
Reading: “Bharatha Natyam - What Are You?,” Avanthi Meduri (1988); watch Odissi dance video on ELMS  
In-class dance experience: Bharatha Natyam with guest Crystal Davis  
In-class research methods: “The Dance Event” (observational methods) and introduction to interviewing |  |
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<tr>
<td>M Sep 23 (R4)</td>
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<td>W Sep 25</td>
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| Week 6 | **Dance and the carnivalesque**  
Reading: “Dancing the Archive: Rhythms of Change in Montserrat’s Masquerades,” Kate Spanos (2017) and watch at least 10 minutes (can skip around) of Montserrat’s Emerald Shamioles masquerade troupe video on ELMS  
Assignment #1 due (History/Culture) |  |
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<tr>
<td>M Sep 30 (R5)</td>
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<td>Date</td>
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| W Oct 2    | Watch: Short [frevo dance video](https://www.elms.edu/frevo) on ELMS *(no reflection required)*  
In-class dance experience: Recife’s frevo dance  
Recommended: Attend the [MFA Dance Thesis Concert](https://www.elms.edu/mfa) at The Clarice (October 4-6) *(free for students!)* |
| **Week 7** | **Dance and gender/sexuality**  
Reading: *“Dying Swans,”* Alexandra Carter (1999); *“Queer Swans,”* Suzanne Juhasz (2008); discussion with guest Susan Miller  
W Oct 9  
Reading: Excerpt from *Beyond Words*, Carol-Lynne Moore and Kaoru Yamamoto (1988) *(no reflection required)*  
In-class research methods: Observation and participant observation |
| M Oct 7 (R6) | **Dances of resistance**  
Reading: Excerpt from *Samba: Resistance in Motion*, Barbara Browning (1995); watch videos of [capoeira Angola](https://www.elms.edu/capoeira-angola) and [capoeira regional](https://www.elms.edu/capoeira-regional) on ELMS  
In-class dance experience: Capoeira with guest Pablo Regis de Oliveira  
W Oct 16  
In-class research methods: Interviewing |
| **Week 8** | **Dance and revolution**  
Reading: *“The Toyi-Toyi was our Weapon: the Role of Music in the Struggle against Apartheid in South Africa,”* Lindsay Michie and Vangeli Gamede (2013)  
W Oct 23  
*Assignment #2 due (Ethnographic account)*  
In-class film: *A State of Mind* |
| M Oct 14 (R7) | **Dance improvisation and partner connection**  
Reading: Excerpt from *Sharing the Dance*, Cynthia Novack (1990) and watch excerpts of [Fall After Newton](https://www.elms.edu/fall-after-newton) on ELMS  
In-class dance experience: Contact improvisation with guests Jonathan DeVilbiss and Ken Manheimer  
W Oct 30  
In-class research methods: Dance analysis exercises |
| **Week 10** | **Percussive dance**  
W Nov 6  
*Assignment #3 due (Interview)*  
In-class dance experience: Percussive dance with guest Becky Hill |
| M Oct 28 (R9) | **Tradition and globalization**  
In-class dance experience: Ballroom dance with Claire Asenso  
W Nov 13 (R11)  
Reading: *“Afrobeats: The Music of Fela Kuti,”* Lindsay Michie and AyoYinka Oriola (2013); *“Afrobeats: The Difference a Letter Makes,”* Robin Scher |
(2016); watch Fela Kuti and @badgycassie videos on ELMS
In-class dance experience: Afrobeat with guest Akosua Akoto

Recommended: Attend the Madden Dance Project at The Clarice (November 15-17) (free for students!)

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Project discussions</th>
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<tbody>
<tr>
<td>M Nov 18</td>
<td>Q&amp;A session and small group discussions about projects</td>
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<tr>
<td>W Nov 20</td>
<td>Assignment #4 due (Analysis)</td>
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<td>In-class dance experience: Contemporary dance with Renee Gerardo</td>
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<tr>
<th>Week 14</th>
<th>Choreography experiments</th>
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<tr>
<td>M Nov 25</td>
<td>Bring: A song or sound clip that you want to dance to</td>
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<td>In-class dance experience: Group choreography experiments</td>
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<tr>
<td>W Nov 27</td>
<td>NO CLASS - HAPPY THANKSGIVING! 🍂</td>
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<tr>
<th>Week 15</th>
<th>Student presentations</th>
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<tbody>
<tr>
<td>M Dec 2</td>
<td>(Sign up for slots on ELMS)</td>
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<tr>
<td>W Dec 4</td>
<td>(Sign up for slots on ELMS)</td>
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<tr>
<th>Week 16</th>
<th>Final paper workshop + course debrief + end of semester party</th>
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<tbody>
<tr>
<td>M Dec 9</td>
<td>Bring a rough draft of your final paper for discussion</td>
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<tr>
<td></td>
<td>Evernote research notebooks due</td>
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<tr>
<th>F Dec 13, 3:30pm</th>
<th>Final papers due</th>
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</table>
COURSE PROCEDURES AND POLICIES

Attendance Policy:

Regular attendance and in-class participation are integral components of all dance and theatre classes and seminars. The attendance policy on excused absences in this course is consistent with the University’s policy, which allows students to be excused for the following causes:

1. Illness of the student* or illness of a dependent as defined by the Board of Regents policy on family medical leave
2. Religious observance
3. Participation in University activities at the request of University authorities
4. Compelling circumstances beyond the student’s control

In May 2011, the UMD Senate and President passed a new policy for excused absences at: [http://www.president.umd.edu/policies/docs/V-100G.pdf](http://www.president.umd.edu/policies/docs/V-100G.pdf). A student may provide a self-signed note when missing a single lecture, recitation, or laboratory, with the understanding that providing false information is prohibited under Code of Student Conduct. Self-signed notes are **NOT** accepted during “**Major Scheduled Grading Events**.” These “Major Scheduled Grading Events” are scheduled quizzes, papers, research notebook, and final exam. Specific questions concerning this course’s policy on non-consecutive medical absences may be addressed with the Director of Undergraduate Studies for the School or the Director of Graduate Studies for the School.

Students are expected to inform the instructor in advance of medically necessary absences, and present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. This note must include an acknowledgement that (a) the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct.

Whenever possible, instructors will make a reasonable effort to reschedule in-class presentations for students with an authorized excused absence. Students should check the specific requirements of their courses carefully; however, as such re-scheduling is not always possible.

**Prolonged absence or illness** preventing attendance from class requires written documentation from the Health Center and/or health care provider verifying dates of treatment when student was unable to meet academic responsibilities.

**Absence due to religious observance** will not be penalized, however, it is the student’s responsibility to notify the instructor **within the first 3 weeks of class** regarding any religious observance absence(s) for the entire semester.

**ACADEMIC INTEGRITY:**

The student-administered Honor Code and Honor Pledge prohibit students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. The University of Maryland Code of Academic Integrity can be found at [https://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a](https://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a).

Allegations of academic dishonesty will be reported directly to the Student Honor Council: [http://www.shc.umd.edu](http://www.shc.umd.edu). Students who engage in academic dishonesty in this course will receive no points for the assignment in question, and will be immediately reported to the Honor Council and Office of Judicial Programs for further action. There will be no warnings. Remember, cheating, plagiarism or other types of fabrication are never worth it.

**ACCESSIBILITY AND DISABILITY SERVICE:**

Students with a documented disability should inform the instructors within the add-drop period if academic
accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the Accommodations Letter and to obtain your instructor’s signature on the Acknowledgement of Student Request form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Accessibility and Disability Service (ADS) at 301-314-7682 or adsfrontdesk@umd.edu. Visit https://counseling.umd.edu/ads/ for more information.

COPYRIGHT NOTICE:
Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission from the instructor.

EMERGENCY PROTOCOL:
In the event of an emergency or extended university closure, the means by which the course will be continued will be announced via email/ELMS. Please check your email accordingly.

THIS SYLLABUS IS SUBJECT TO CHANGE:
Students will be notified in advance of important changes that could affect grading, assignments, etc.

COURSE EVALUATIONS are a part of the process by which the University of Maryland seeks to improve teaching and learning. Your participation in this official system is critical to the success of the process, and all information submitted to CourseEvalUM is confidential. (Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.)

ACADEMIC ACCOMMODATIONS FOR STUDENTS WHO MAY EXPERIENCE SEXUAL MISCONDUCT:
The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University’s Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As ‘responsible university employees’ faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: http://www.umd.edu/ocrsm/.

DIVERSITY:
This course values the diversity of its student body. As your instructor, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate and unacceptable. Read the UMD Statement on Classroom Climate at http://go.umd.edu/5so and the University of Maryland’s Policy on Diversity in Education Programs at https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf.

NAMES AND PRONOUNS:
In this classroom, we will respect and refer to people using the names and personal pronouns that they share. Visit trans.umd.edu to learn more.

For all course related policies at the University of Maryland, visit: https://www.ugst.umd.edu/courserelatedpolicies.html
HHUM205-Digital Discourses in the Muslim World
(Section 0103) Fall, 2019
Tuesdays/Thursdays 2:00 p.m.—3:15 p.m.
Room: SKN 1112

Instructor: Sahar Khamis, Ph.D.
Office: Skinner Hall, 2nd floor, Room 2104
Office Hours: Tuesdays/Thursdays 11:30 a.m.—12:30 p.m. (or by appointment)
Office Phone: (301) 405-0864
E-mail: skhamis@umd.edu

Course Description:

The introduction of new media, such as the Internet, satellite television and cell phones, in the Arab/Muslim world imposed new realities and invited new dynamics, whether in the political, social, cultural or communication landscapes. This course tackles the complexities and implications of this new digital age, with all its multi-faceted dimensions. In the communication arena, it pays special attention to the discourses and deliberations exchanged in cyberspace between Muslims and non-Muslims, on one hand, as well as between Muslims belonging to different sects, on the other hand. In doing so, it pays special attention to the myriad of complex factors which could be conducive, or constraining, to digital dialogue. Politically, it unveils the multiple roles played by new media in mobilizing and catalyzing resistance movements in many parts of the Muslim world, with a special emphasis on the phenomenon of “cyberactivism,” or the deployment of new media to boost socio-political change, as manifested in the “Arab Awakening” movements, in particular. Socially, it tackles the contemporary tides of social change in Muslim societies, which have been both conducive to, as well as reflective of, new patterns and forms of communication, and investigates how and why they have been closely related to each other. Culturally, it investigates the shifts in Arab and Muslim identities cross-generationally and cross-culturally, with a special emphasis on diasporic Muslim communities, in an attempt to deeply understand the interplay of different variables, including new media consumption, in shaping, as well as reflecting, the complexity of Muslim identities today.

Required Textbook:


Beside the textbook other readings will be assigned to the students in this course, in addition to supplementary audio visual materials and online resources.

*This syllabus is subject to change
Supplementary Recommended Readings:

Books


Journals

*Arab Media & Society*

*Contemporary Islam: Dynamics of Muslim Life*

*CyberOrient*

*Journal of Arab & Muslim Media Research*

*Journal of Middle East Media*

*Journal of Middle East Women’s Studies*

*Middle East Journal of Culture and Communication*

Teaching Philosophy:

I adopt a “learner-centered” approach in teaching. This means that the major part of the learning process rests on the student. It is the student who can stimulate the educational process through active and intelligent engagement in all the course activities. The instructor plays the role of the moderator or the facilitator who helps the student to achieve the desired learning goals. In order for this philosophy to be effectively applied, it is of utmost importance that the student exhibits maximum involvement, interactivity, and commitment throughout the entire course. This requires regular attendance, keeping up with the readings, effective in-class participation, and satisfactory completion of all assignments.
Evaluation of Student Performance:
This course's success will depend on the quality of preparation and participation of the instructor and class members in such activities as lectures and class discussions; weekly reading assignments in preparation for class discussions; quizzes; in-class exercises; a group project; two exams; and a final paper. The quality of class discussions will depend on students having read and analyzed the assigned readings and class handouts.

Grading:
The evaluation of your performance in this course will consist of the following:

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<th>Activity</th>
<th>Percentage</th>
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<td>Exam 1 (Mid-term)</td>
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<tr>
<td>Exam 2 (Final)</td>
<td>20%</td>
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<tr>
<td>Pop Quizzes</td>
<td>10%</td>
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<tr>
<td>Group Project</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Spotlight Presentation</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>Soliya Program</td>
<td>25%</td>
<td>250</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
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Your final grade will be based on accumulation of points. The following scale will be used:

- 967 – 1000 = A+
- 800 – 833 = B-
- 634 – 666 = D
- 934 – 966 = A
- 767 – 799 = C+
- 600 – 633 = D-
- 900 – 933 = A-
- 734 – 766 = C
- below 600 = F
- 867 – 899 = B+
- 700 – 733 = C-
- 834-866 = B
- 667 – 699 = D+

Exams:
The two exams in this course will not be cumulative and will consist of definitions, short essays, and true or false questions. This means that the “final exam” will NOT be comprehensive. They will cover not only the required readings but also the lectures, films, presentations, and discussions during class time, as well as assignments and in-class exercises and any additional handouts or electronically forwarded materials.

Pop Quizzes:
The pop quizzes will be conducted during class time and will not be announced ahead of time. It is expected that all students attend every class so that their grade for this portion of the course will not suffer. These quizzes will evaluate the level of participation as well as knowledge of the topics and reading materials. The quizzes will NOT be made up, and will usually take place within the first 15 minutes of class time. Therefore, if you are absent or late and miss a quiz, please know that you will not be able to make it up. The quizzes will mostly consist of short questions and may require team work or individual work.
Group Project:
You are expected to take part in a group project culminating in an in-class presentation covering an aspect of the discussed topics in the course. For the purpose of this project you will be assigned to groups, each consisting of no more than three students. Each group can choose any aspect of the covered materials in this course, as the focus of their project, but they should inform the instructor about their chosen topic, in order to avoid overlaps and repetition of the same topic in different groups and to ensure maximum coordination. Members of each group will be expected to hand over a detailed sheet explaining each person’s role in the project. Each group member will also take part in a 30 minutes in-class presentation about the completed project. The presentations will take place at the end of the semester. The group projects can take the form of a power-point presentation, a discussion and display of some electronic sources on certain sites, or even putting together your own small video or sample program. The most important thing is to be “creative and innovative.”

Research spotlight presentation:
Once during this course, each student will give a presentation (preferably with visuals) on some readings addressing one of the topics covered in this course. The readings should not be less than one journal article or book chapter. The presentation should briefly summarize the reading, highlight the main themes and arguments in it, and explain why and how it adds to our knowledge of the addressed topic. It should also address any controversies, debates or paradoxes posed by this reading, as well as highlight how it paves the way for future research in this area of study. Students will be asked to provide the instructor early in the course with the topic they would like to give their research presentation on, as well as the date of their spotlight presentation. Each spotlight presentation will be followed by questions and answers. At least one week before the date of their spotlight presentations, students must forward to the instructor full citations of the article or chapter they choose to present on, as well as hard copies or electronic copies of the reading, so it can be posted on ELMS for other students to access and read before coming to class.

The “Soliya International Connect Program:”
This live, internet dialogue program, which runs for 8 weeks during the semester, links students from American universities to students in several universities in the Middle East and Europe to explore cross-cultural perspectives and contemporary issues. This involves engaging in real-time discussions via Webcam and online technology with these students. These discussions will be coordinated through “Soliya,” a non-profit international organization that was established to help build intercultural understanding and foster dialogue internationally.

Participating students from different universities will be divided into groups. For two hours each week, each group will “meet” online, with the help of trained facilitators and moderators, to discuss cross-cultural issues and exchange perspectives, based on pre-assigned readings. Each student in these discussion groups will be using a computer equipped with a Webcam and a microphone. Through this technology, students will be able to interact audio-visualy with other students in their group, as well as with the facilitators and moderators, on a regular basis.
As part of the participation in the “Soliya” program, students are expected to work on a video editing project, which they will be required to present in class. They will also be expected to submit a short “reflection paper” evaluating their “Soliya” experience and what they gained from it. Deadlines for these assignments will be decided upon later. Students are expected to fully commit themselves to attending the two hour sessions every week, participating effectively in the live, internet discussions, doing all the required readings before attending the sessions, and successfully completing the video editing project and the reflection paper at the end of the program. Further details and information about the program will be provided later by the Soliya team.

**Final Paper (Alternative to Soliya):**
The students who can NOT enroll in the Soliya program, due to scheduling conflicts ONLY, can be offered the option of writing a final paper instead. The final paper is a report based on a detailed investigation and analysis of one aspect of the course materials that are covered in this course. It will require you to examine this particular topic or angle in depth and to use scholarly sources, as well as sources from popular media, interviews with professionals, or electronic sources, as deemed necessary, to provide a deep insight into the discussed topic. You must receive approval from the professor on your selected topic for the final paper.

This project will require a minimum of 10 secondary references. At least five of these references must derive from scholarly publications, textbooks, professional publications, or other factual sources. This paper should be around 10 typewritten pages, not including endnotes and references. A reference list should be included at the end of the paper, in which you provide full citations. All references must appear in the text of the paper. You must use one consistent format style, i.e., APA style or MLA style.

APA style guide:
http://www.english.uiuc.edu/cws/wworkshop/bibliography_style_handbookapa.htm
http://www.apastyle.org/fifthchanges.html

MLA Format:
http://www.english.uiuc.edu/cws/wworkshop/MLA/bibliographymla.htm

The paper will be graded on accuracy of content, quality of critical thinking and analysis, organization of ideas, in addition to the quality of writing, grammar, spelling, format and punctuation, and whether it was handed to me on time. The paper should be typed, double spaced, printed in black ink, and be in 12-point serif type (Times Roman, Palatino, Courier, etc.). There should be 1 inch margins and page numbers used. The paper should be stapled together. Each subsequent page should have last name and page number on it. Points will be deducted if these criteria are not met. In addition, errors in grammar, punctuation, and spelling will hurt your grades (this is a communication course, and therefore, evaluation of written communication is considered relevant to all course work).
Course Policies

Blackboard Discussion Questions:
In an effort to ensure that students are keeping up with the course readings on a regular basis and in a timely fashion, and to ensure that they are capable of grasping and fully digesting the assigned readings in the best possible way, they are expected to post discussion questions on the assigned readings on the course’s blackboard space.

E-mail:
E-mail is welcome and appropriate for minor questions or relaying brief (but necessary) information to the instructor. More complex information related to class discussions or assignments should be obtained through scheduled office hours or by appointment. No grades will be given out via e-mail. If you wish to discuss your grades, please use office hours or schedule an appointment. Also, the professor will NOT review completed assignments or drafts of assignments sent via e-mail, or any other method, prior to the actual submission of the assignment.

Policy on Late Exams and Late Assignments:
Except for illness or family emergency, any student expecting to miss an exam or other course deadline must have my approval at least one week in advance. Students who miss an exam or assignment deadline due to illness or family emergency must notify me within 2 days of the exam or assignment in question. Failure to take an exam or turn in an assignment at the scheduled time, without explicit approval by me and without notification to me within 2 days of the exam/assignment, will result in a score of 0.

Academic Integrity:
Students have the responsibility to behave honorably in an academic environment. Academic dishonesty including cheating, fabrication, facilitating academic dishonesty and plagiarism, will be not tolerated. Examples of academic dishonesty include: taking credit for someone else's words; failure to give credit for paraphrased or actual quotations; cheating on an exam or helping another student to cheat on an exam. Any abridgement of academic integrity standards will be referred to the Assistant Dean and forwarded to the University's Office of Judicial Affairs. Confirmation of such incidents can result in expulsion from the University. Students who are uncertain as to what constitutes academic dishonesty should consult the University publication entitled Academic Dishonesty or the website: http://www.inform.umd.edu/jpo/.

We will adhere to the University of Maryland Policy and Procedures on Sexual Harassment. This includes “unreasonably interfering with an individual's academic performance, or creating an intimidating, hostile, or offensive educational working environment.” For more information consult:
Honor Pledge:
The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course that is worth 20% or more. Students who fail to write and sign the Pledge will be asked to confer with me.

Expected Conduct:
All students in this course should meet the following expectations:
- Please ensure that you come to class on time and remain in class until the end of the class period. Walking in late and leaving early, or walking in and out of class periodically during class time, is disruptive to students’ concentration and teaching effectiveness.
- It is assumed that you will adopt a mature and respectful behavior towards your classmates and the instructor.
- It is the class policy that all pagers and cell phones should be turned off throughout the entire lecture.
- You should also avoid using your laptop in class, except if you have a special accommodation.
- You should always come to class fully prepared by reading all the assigned readings **BEFORE** coming to each class.
- You are expected to post **one question** on the ELMS course space under the tab “discussion board” before each class pertaining to the assigned readings. This question can be related to any aspect of the assigned readings that you would like to know more about, or that you feel deserves further clarification. Your questions will help in stimulating the class discussions.
- You are expected to effectively participate in all the course activities, including in-class discussions, quizzes, presentations, and examinations.
- All your assignments should be submitted on time in a professional and neat format.
- All of your submitted work should be authentically your own.

Students with Disabilities:
Students with special needs have a legal right to receive appropriate accommodations for this class. If you need special accommodations, please schedule a meeting with me at the very beginning of the semester so that appropriate accommodations can be made for you.

Religious Observances:
The University of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform me of any intended absences for religious observances at least **one week in advance**.
Online Course Evaluation:
The University of Maryland started a system of online course evaluation. The purpose of this system is to enable UMD students to voice their opinions and feedback openly, freely, and confidentially. It is very important that you offer your feedback on this course in the most honest and objective manner through this channel. By doing so, you can contribute to enhancing the educational process in this prestigious institution of higher education.

H1N1 Flu Prevention and Preparedness:
What you should do to prevent getting sick from the flu:
- Get vaccinated: young adults up to 25 are priority for new vaccine against this flu.
- Wash hands frequently with soap and water when possible.
- Cover nose and mouth with a tissue when coughing or sneezing. Use your shirt sleeve or elbow to cover nose and mouth instead of your hands, if no tissue available.
- Purchase and carry your own hand sanitizer, to use after each class and other public areas.

What you should do if you become ill:
- Stay home when sick.
- Stay away from your classes and limit interactions with other people (self-isolation) for at least 24 hours AFTER you no longer have a fever without fever-reducing medication.
- We can communicate messages about class and other situations affecting class through the e-mail listserv.

Policy on Incompletes:
The grade of “Incomplete” is given only to a student whose work in a course has been qualitatively satisfactory, and when, because of illness or other circumstances beyond his/her control, he/she has been unable to complete some small portion of course work. In no case will “I” be recorded for students who have not completed major course assignments or the final paper.

Policy on Attendance:
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

2. If a student is absent more than 2 times, the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

**Schedule of Readings and Assignments:**

*Week 1*
Aug 27  Introduction and syllabus distribution

Aug 29  Lecture: Islamic Discourses in the Digital Age:

*Week 2*
Sept 3  New Media and Young Muslims (iMuslim video)
Sept 5  Introduction and Chapter One “Islam Dot Com”

*Week 3*
Sept 10  Chapter Two “Islam Dot Com”

**Spotlight Research Presentations**
Sept 12  Chapter Three “Islam Dot Com”

*Week 4*
Sept 17  Chapters Four “Islam Dot Com”

**Spotlight Research Presentations**
Sept 19  Chapter Five “Islam Dot Com”

**Spotlight Research Presentations**

*Week 5*
Sept 24  Chapters Six and Epilogue “Islam Dot Com”

**Spotlight Research Presentations**

**Spotlight Research Presentations**

*Week 6*


**Spotlight Research Presentations**


**Spotlight Research Presentations**

*Week 7*


**Spotlight Research Presentations**


**Spotlight Research Presentations**
Week 8

Spotlight Research Presentations


Spotlight Research Presentations

Week 9


Spotlight Research Presentations

Oct 24  Mid-Term Exam

Week 10


Spotlight Research Presentations

Oct 31  Guest Speaker

Week 11


Spotlight Research Presentations


Spotlight Research Presentations
Week 12

Nov 12  

Spotlight Research Presentations

Nov 14  
[http://www.cyberorient.net/article.do?articleId=6219](http://www.cyberorient.net/article.do?articleId=6219)

Week 13

Nov 19  

Spotlight Research Presentations

Nov 21  

Week 14

Nov 26  
**In-Class Group Projects’ Presentations**

Nov 28  
**Thanksgiving Break (No Classes)**

Week 15

Dec 3  
**In-Class Group Projects’ Presentations**

Dec 5  
**Final Exam Review** (Final Paper Due for those who are NOT in Soliya)

The Final Exam Date will be Scheduled by the University of Maryland

Good Luck 😊
Human rights are, today, widely-discussed around the globe. This course will introduce you to debates regarding human rights that will help you navigate debates regarding the scope, aims, and effects of human rights politics in the past and present. We will discuss the intellectual and political origins of the concept of human rights and its relation to religion, colonialism, morality, capitalism, liberalism, imperialism, and imperial rivalries, including the Cold War. We ask if and when global human rights trample national sovereignty, and explore the role Latin America and Latin Americans have played in global developments. To what extent is it possible to define universal human rights that are applicable everywhere, and what might be the grounds or justifications for those universal rights? How do state and non-state actors at the local, national, regional, and global level shape human rights politics? And can human rights go beyond protecting individuals against arbitrary state power to encompass collective rights of peoples—social and economic rights to, for example, a living wage, healthcare, or education?

We will also delve into questions of how past events, especially past traumas associated with human rights violations, shape people’s individual and collective responses to the present.

By the end of this course you should be able to:

- Participate in public debate regarding the scope and aims of human rights
- Evaluate the positions of different state and non-state actors regarding human rights and have an explicit understanding of your basis for that evaluation
- Appraise the role the United States and Western Europe in the development of human rights
- Critique the US position regarding human rights violations in Latin America
• Argue the importance of Latin America and Latin Americans in the development and enforcement of human rights
• Explain whether and how universal rights have been adapted to local conditions
• Recognize the role the past plays in shaping current conditions

The course will also sharpen specific skills. It will help you

• Synthesize and clarify controversial issues
• Practice and refine oral presentation skills
• Speak in public with confidence and proficiency
• Write clearly and forcefully
• Ask questions that are significant and incisive
• Read more critically and effectively.

**REQUIREMENTS**

1. Class participation. This class is a collective endeavor, and you will be evaluated not only on your written work but also on how well you contribute to class sessions. Active student participation is therefore crucial. If you are not in class, you cannot participate, but just being in class is not enough. You will be expected to contribute to class discussions of readings with questions, suggestions, comments, criticisms, and doubts. Everyone must speak and you must do so in every class session. Make comments! Ask questions! Active participation requires involving yourself with the ideas of your classmates and instructor, and making efforts to move class discussions forward. It is not enough to simply rephrase what has already been said.

2. Discussion questions. For each session where you see DQ on the syllabus, you will be required to post two to four discussion questions on the discussion board of our ELMS site. You will be able to view your classmates’ questions after you post your own. The questions should refer to broad issues raised in the readings that we will want to discuss in class. They can refer to the importance or relevance of the reading; make connections among reading for the week; make connections with prior weeks’ readings; raise topics on which you would like greater clarity, and/or point to specific issues of importance to you. You must post these questions by 8:00 pm on Monday for a Tuesday class and 8:00 pm on Wednesday for a Thursday class. During weeks where only one set of questions are required, they must be posted by Monday at 8:00 pm. There are eighteen sets of required discussion questions, and you should turn in at least thirteen sets of questions.

3. Oral mid-term and final exam. (These seem much scarier than they are.) You will each have a fifteen-minute oral midterm and final with me in my office. I will provide you with a question or questions ahead of time and you will prepare a five-minute maximum presentation on the question. After that, I will ask questions related to your answer. I will also ask you about other material we have covered in class. The discussion will not be adversarial but will be aimed at
discovering what you know. You may bring notes. The midterm will take place from October 9-11. The final is tentatively scheduled for Wednesday, December 11, from 8:00-10:00am, and I will make additional times available.

5. Paper. You will write a critical analysis paper (4-6 pages double-spaced) on the readings and/or videos for one week. I will ask you to sign up for a week. During that week, you do not need to submit discussion questions.

**GRADING**

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<tr>
<th>Component</th>
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<tr>
<td>Discussion questions</td>
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<tr>
<td>Mid-term exam</td>
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<tr>
<td>Paper</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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My grading scale is posted in ELMS.

**TEXTS**

Unless otherwise noted, all written material is available via the following link: [https://umd.box.com/s/c11oadkdqkvtt23pstal00bwj5cu70so4](https://umd.box.com/s/c11oadkdqkvtt23pstal00bwj5cu70so4)

Videos are posted on ELMS>Modules.

Books may be purchased or accessed via UMD Libraries Course Reserves (CR).


**CLASS SCHEDULE**

August 27: Introduction

**I. DEBATING HISTORICAL ORIGINS**

August 29: Foundational Documents

* Declaration of Rights on Man and Citizen (1789)
* Preamble to the United Nations Charter (1945)
* United Nations Universal Declaration of Human Rights (1948)

No discussion questions are due.

September 3: Human Rights and the Rights of Man


September 5: Human Rights and the Rights of Man


September 10 and 12: Alternative Accounts of Origins

September 17: Catholicism, Natural Rights, and Latin American Origins


September 19: Cultural Difference and Latin American Origins


Extra credit. Come to class prepared to present:


September 24: Abolitionism and Humanitarianism


September 26: Abolitionism: a Global Human Rights Movement?

October 1 and 3: Thinkers and Rebels: Abolition and Enslaved Peoples

* Watch Queimada (Burn!), directed by Gillo Pontecorvo (1 hour 52 minutes).

October 8: Midterm

* Come to class prepared to do your midterm presentation. You will work in groups to refine your presentations.
* Bring any questions you have about course materials for midterm review.

October 10: Midterm

* Oral midterms will be scheduled October 9-11.

II. HUMAN RIGHTS AND NATIONAL SOVEREIGNTY:

THE COLD WAR AND AFTER

October 15: Military Rule and Human Rights in Chile: The US Role

* Kornbluh, Pinochet File, selections TBA. (CR)

October 17: Military Rule and Human Rights in Chile: The US Role

* Kornbluh, Pinochet File, selections to be assigned. (CR)

October 22 and 24: Military Rule and Human Rights in Argentina

* Feitlowitz, Lexicon of Terror, Introduction, chapters 1, 2, 3, pp. 3-126. (CR)
October 29 and 31: Military Rule and Human Rights in Argentina

DQ #11


November 5: Human Rights Movements and International Solidarity

DQ #12


November 7: Human Rights Movements and International Solidarity

DQ #13


November 12: Truth, Impunity, and Transitional Justice

* Visit of Dr. Debbie Sharnak.

November 14: Truth, Impunity, and Transitional Justice

DQ #14

* Watch Granito (2011), directed by Paco de Onís (1 hour 43 minutes).


* Kate Doyle, “Guatemala’s President under the Lens,” *NACLA Report on the Americas* 45, no. 1 (2012), pp. 41-42


**November 19: Remembrance, and Truth Commissions: The Perpetrators’ View**  
DQ #15

* Payne, *Unsettling Accounts*, Introduction, chapter 1, and conclusion. (CR)

**November 19: Remembrance, and Truth Commissions: The Perpetrators’ View**

* Payne, *Unsettling Accounts*, chapters to be assigned. (CR)

**November 26: Remembrance, Vengeance, and Truth: Societal Choices**  
DQ #16

* Minow, *Between Vengeance and Forgiveness*. (CR)

**November 28: No class, Thanksgiving**

**December 3: Remembrance, Vengeance, and Truth: The Victims’ View**  
DQ #17

* Watch *Death and the Maiden* (1994), directed by Roman Polanski (1 hour 13 min)

**December 5: Looking Back and Looking Forward**  
DQ #18

* Watch *Nostalgia for the Light* (2011), directed by Patricio Guzmán (1 hour 47min).

**Campus Policies**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
• Accessibility and accommodations
• Attendance and excused absences
• Grades and appeals
• Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

COURSE POLICIES

• Late work. Your grade will be dropped for late work. For each week you are late, the grade will be dropped one step (i.e. from B+ to B). I cannot ensure timely grading of late work.

• Computers and other electronic devices. Electronics are an inescapable part of our learning environment, but they create distractions for you and people around you. You need to engage actively in discussion, and with a computer, tablet, or phone in front of you, you will be tempted to surf the internet, send or read text messages, or check your email. I urge you to refrain from using electronic devices in class unless necessary. If you decide to use a computer to take notes or view readings, keep other programs such as email or web browsers closed, and make sure you have eye contact with your classmates. I may ask you to put away electronic devices if I think they are having a negative impact on our class.

• Readings. Bring a paper or electronic copy of the week’s reading to every class. You cannot effectively use your phone to work with readings in class.

• Academic honesty. Academic honesty is absolutely central to developing trust among students and between students and teachers. Without this trust, your ability to learn, and my ability to teach, is undermined. For that reason, I take academic honesty very seriously. Allegations of academic dishonesty will, without exception, be reported directly to the Student Honor Council: http://www.shc.umd.edu. I will not give warnings. The University of Maryland has approved a Code of Academic Integrity, which is available at http://www.shc.umd.edu/code.html. You are responsible for reading and understanding the Code. Please make sure all paraphrasing and direct citation are properly cited and attributed. I am happy to answer any questions you have about how to properly recognize and cite the work of others in your own work.

• Changes in course schedule. This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading or assignments. Make sure to consult with a classmate if you miss class.

• Communications. I will occasionally post-announcements on ELMS. You should set up your ELMS account so that you get automatic email notification of such announcement OR check the ELMS site at least once a day. In the case of inclement weather or other emergency closure of the University, I will contact you via email if possible.

• Absences. I do expect you to attend class regularly, and you cannot do well in the class if
you are not present for our discussions. If you need to miss a class session because you had a cold, had a car breakdown, or had a family emergency, there is no need to let me know. If this constitutes an excused absence per the University policy, please bring documentation to the next class session and turn in your reaction paper on time, if possible. If you need to miss more than one class session, please provide documentation and let me know via email.