

AMS 101: INTRODUCTION TO AMERICAN STUDIES

Making Sport, Making Citizenship in Miami and the Caribbean

INSTRUCTOR: Cat Ariail, Ph.D. Candidate, UM Department of History

CLASS AND CONTACT INFO:

Date/Time: T/TR 2:00-3:15

Email: cat.m.ariail@gmail.com

Office Hours: T/TR 3:30-5:00 or by appointment

COURSE DESCRIPTION:

How does sport inform our understanding of citizenship? How do the rights, opportunities, and recognitions accessible through sport resemble, reinforce, and/or resist those of citizenship? How do sporting formations in Miami and the Caribbean demonstrate the contours of citizenship in the past and present of America?

These questions will drive this course. Using sport in Miami and the Caribbean as a lens, this course will introduce students to key ideas and methods of American Cultural Studies. Through explorations of athletes, teams, organizations, recreational opportunities, and other sport-related developments, we will interrogate the meanings and manifestations of a variety of keywords – from race and gender to democracy and capitalism to fashion and technology. We will use a range of texts about sport to develop definitions and understandings of these terms in class discussions, particularly considering how these concepts structure citizenship in the U.S. and Caribbean. We also will use keywords to think critically about the ways in which sport produces progressive possibilities and/or reproduces restrictive realities for differently-situated persons and populations in the American hemisphere.

COURSE OUTCOMES:

- Students will be able to summarize and explain the meanings and usage of several keywords in American Studies.
- Students will be able to draw on keywords, their complexities, overlaps, and limitations to analyze a range of texts and experiences.
- Students will be able to discuss and critique the ways in which keywords are manifested in sporting formations in Miami, the Caribbean, and beyond.
- Students will be able to “read” sport as a text that reveals the operation of political, social, cultural, and economic ideas and realities.
- Students will become familiar with American Studies as an interdisciplinary mode of inquiry.

GRADING:

Participation (digital and in class): 25%

Mid-Term Exam: 25%

Keywords Project (of choice): 25%

Final Paper: 25%

CLASS SCHEDULE:

All readings and other assignments should be completed before class. All materials can be accessed through the provided links or on Blackboard. Schedule subject to change. Changes will be posted on the class page on Blackboard.

8/22: INTRODUCTION/READING SPORT

8/24: BASEBALL AS AMERICA?

Keywords: *America/Citizenship*

Read:

- “Baseball As the National Pastime: A Fiction Whose Time Is Past,” *The International Journal of the History of Sport*, Daniel A. Nathan
- “Left Out, Afro-Latinos, Black Baseball, and the Revision of Baseball’s Racial History,” *Social Text*, Adrian Burgos

8/29: BEACH BODIES

Keywords: *Body/Space*

Read:

- Excerpt from *White Sand, Black Beach*, Gregory Bush
- “Space,” George Lipsitz

Listen (optional):

- “ ‘White Sand, Black Beach’: Virginia Key and the Politics of WaterFront,” *WLRN*
 - <http://wlrn.org/post/white-sand-black-beach-virginia-key-and-politics-waterfront>

8/31: MAKING MUHAMMAD ALI IN MIAMI (PART I)

Keywords: *Identity/Race*

Read:

- “Miami Notebook: Cassius Clay and Malcolm X,” George Plimpton
- “Muhammad Ali, Miami Came of Age Together in the 1960s,” *Miami Herald*, Linda Robertson
 - <http://www.miamiherald.com/sports/fighting/article81765347.html>

Browse (optional):

- Images from “The Marvelous Mouth,” reimagined by Mickey Duzyj for *Victory Journal*
 - <http://www.mduzyj.com/the-marvelous-mouth/>

Listen (optional):

- “On Muhammad Ali’s Complicated Contradictions, And How He Changed Boxing,” *Code Switch*
 - <http://www.npr.org/sections/codeswitch/2016/06/10/481414008/on-muhammad-alis-complicated-contradictions-and-how-he-changed-boxing>

9/5: MAKING MUHAMMAD ALI IN MIAMI (PART II)

Keywords: *Religion/Islam*

Read:

- “Cassius X: Inside Cassius Clay’s Conversion to Islam,” *The Undeclared*, Randy Roberts and Johnny Smith
 - <https://theundefeated.com/features/cassius-x-inside-cassius-clays-conversion-to-islam/>
- “What If...Muhammad Ali Had Never Met Malcolm X?,” *Sports Illustrated*, Richard O’Brien
 - <https://www.si.com/specials/greatest-sports-what-ifs/boxing/2017/muhammad-ali-malcolm-x-meeting>
- *Choose at least 2 of the following:*
 - “Clay Explodes Liston Myth,” Jackie Robinson
 - “In the Ring (2),” LeRoi Jones
 - “In Defense of Cassius Clay,” Floyd Patterson with Gay Talese
 - “In Defense of Cassius Clay,” Jackie Robinson
 - “Muhammad Ali and the Little People,” Irwin Shaw

9/7: SPECIAL COLLECTIONS VISIT

A hard-copy of your proposal for Keywords Class Project is due to the instructor.

9/12: SERENA VS. MARIA

Keywords: *Black/White*

Read:

- “Graphite Against a Sharp White Background,” *Slate*, Claudia Rankine
 - http://www.slate.com/articles/sports/culturebox/2015/08/serena_williams_how_to_be_a_successful_black_tennis_player.html
- “The (Re)selling of Maria Sharapova,” *Longreads*, Sarah Nicole Prickett
 - <https://longreads.com/2017/04/25/the-reselling-of-maria-sharapova/>
- “Black,” E. Patrick Johnson
- “White,” Pamela Perry

Watch:

- “I Feel Pretty,” *Nike*
 - <https://www.youtube.com/watch?v=au17YpGAa-s>
- “Unlimited Greatness,” *Nike*

- <https://www.youtube.com/watch?v=Fw0MmCgxDow>

9/14: TAKING HIS TALENTS TO SOUTH BEACH

Keyword: *Freedom/Property*

Read:

- “The Myth of the Man” in *Ball Don’t Lie*, Yago Colás
- “Freedom,” Stephanie Smallwood

9/19: THE MAKING OF THE U

Keywords: *Racialization/Culture*

Read:

- “Wide Right and So Wrong,” *Grantland*, Michael Weinreb
 - <http://grantland.com/features/college-football-games-century-miami-florida-state-1991/>
- “Cane Mutiny,” *ESPN*, Bruce Feldman
 - <http://www.espn.com/college-football/news/story?id=1878677>
- “Broken Beyond Repair: Why Miami Should Drop Football,” *Sports Illustrated* Alexander Wolff
 - <https://www.si.com/college-football/2014/12/12/si-vault-broken-beyond-repair-miami-drop-football>
- “Racialization,” Daniel Martinez HoSang and Oneka LaBennett

Watch (optional):

- *The U (Part One)*, *ESPN 30 for 30*

9/21: THE SELLING OF THE U

Keywords: *Capitalism/Globalization*

Read:

- “The Globalization of Michael Jordan” in *Michael Jordan and the New Global Capitalism*, Walter LaFeber
- “University of Miami Brand Standing Proud on the Shoulders of Hurricane Athletics,” *Hurricane Sports*
 - http://www.hurricanesports.com/ViewArticle.dbml?DB_OEM_ID=28700&ATC_LID=205551818
- “University of Miami, an Original ‘Nike School,’ Switches to Adidas,” *Palm Beach Post*, Matt Porter
 - <http://caneswatch.blog.palmbeachpost.com/2015/01/05/university-of-miami-an-original-nike-school-switches-to-adidas/>

9/26: THE MEN AND THE SEA

Keywords: *Gender/Performance*

Read:

- “The ‘Most Strenuous of Anglers’ Sports Is Tarpon Fishing”: The Silver King as Progressive Era Outdoor Sport,” *Journal of Sport History*, Kevin Kokomoor
- “The Male Impersonator,” *New York Review of Books*, Fintan O’Toole
 - <http://www.nybooks.com/articles/2017/06/22/ernest-hemingway-male-impersonator/>
- “Gender,” Jack Halberstam

9/28: MIAMI FASHIONS AMERICAN SPORT CULTURE

Keywords: *Fashion/Media/Class*

Read:

- “Made in Miami: The Development of the Sportswear Industry in South Florida, 1900-1960,” *journal of social history*, Deidre Clemente
- “Athleisure Is Not For You,” *Jezebel*, Julianne Escobedo Shepherd
 - <https://jezebel.com/athleisure-is-not-for-you-1785965269>
- “Fashion,” Thuy Linh Tu
- “Media,” Lisa Nakamura
- “Class,” Eric Lott

10/3: MARLINS PARK AND MIAMI FC MACHINATIONS

Keywords: *Public/City*

Read:

- “Franchise Relocation, Public Money, and Community in U.S. Sport,” *Sport in American History*, Andrew Linden
 - <http://ussporthistory.com/2015/03/09/franchise-relocation-public-money-and-community-in-u-s-sport/>
- “Marlins Park a Perfect Example How Not to Build a Publicly-Funded Stadium,” *Bleacher Report*, Zachary D. Rymer
 - <http://bleacherreport.com/articles/1504922-marlins-park-a-perfect-example-of-how-not-to-build-a-publicly-funded-stadium>
- “Beckham’s Miami Soccer Dream Inches Closer – But Glitz is in Short Supply,” *The Guardian*, Richard Luscombe
 - <https://www.theguardian.com/football/2017/jun/11/david-beckham-miami-dream>
- “Overtown is Skeptical of David Beckham’s New Soccer Stadium Plan,” *Miami New Times*, Tim Elfrink
 - <http://www.miaminewtimes.com/news/david-beckhams-stadium-plans-met-with-skepticism-at-first-overtown-meeting-9356613>
- “Public,” Bruce Robbins

10/5: SEMINOLE SPECTACLE

Keywords: *Indian/War*

Read:

- Excerpt from *Indian Spectacle*, Jennifer Guiliano
- “Florida State’s Unusual Bond with Seminole Tribe Puts Mascot Debate in a Different Light,” *Washington Post*, Chuck Culpepper
 - https://www.washingtonpost.com/sports/colleges/florida-states-unusual-bond-with-seminole-tribe-puts-mascot-debate-in-a-different-light/2014/12/29/5386841a-8eea-11e4-ba53-a477d66580ed_story.html?utm_term=.b46140c12496
- “The Florida State Seminoles: The Champions of Racist Mascots,” *The Nation*, Dave Zirin
 - <https://www.thenation.com/article/florida-state-seminoles-champions-racist-mascots/>
- “Indian,” Robert Warrior

10/10: MIDTERM

*Students are allowed to use any notes or study guides during their mid-term. **But notes must be printed out.** Students will not be allowed to access notes on computers, phones, or other devices.*

-----FALL BREAK-----

10/17: FINAL PAPER WORKSHOP

Keyword: *Exceptionalism*

Read:

- “Exceptionalism,” Donald Pease

Students should bring 2 hard-copies of their proposal for their Final Paper. One will be submitted to the instructor; the other will be workshopped in class.

10/19: JACK JOHNSON, SPORTING SUBJECT

Keywords: *Subject/State*

Read:

- “The War on Jack Johnson: Boxing’s First Black Heavyweight Champion Versus the World,” *Fightland Blog*, Jack Slack
 - <http://fightland.vice.com/blog/the-war-on-jack-johnson-boxings-first-black-heavyweight-champion-versus-the-world>
- “Viva Johnson!: Fighting Over Race in the Americas” in *Jack Johnson, Rebel Sojourner*, Theresa Runstedler

- “Subject,” Tavia Nyong’o

Watch (optional):

- *Unforgivable Blackness*, Ken Burns
 - See Blackboard for link.

10/24: THE CUBAN BASEBALL NATION

Keyword: *Nation*

Read:

- “Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898,” *Journal of American History*, Louis A. Perez, Jr.
- “Double Vision: Photographing Baseball in Cuba,” *Victory Journal*, Steven Counts and Joseph Swide
 - <https://victoryjournal.com/stories/photographing-baseball-in-cuba/>
- “Nation,” Alys Eve Weinbaum

Watch:

- “Castro on the Ball,” *Pathé News*
 - <https://www.youtube.com/watch?v=4kszeFbg4Lw>

10/26: MORE THAN CRICKET

Keywords: *Democracy/Politics*

Read:

- Excerpt from *Beyond a Boundary*, CLR James
- “Democracy,” Fred Moten
- “Politics,” Kandice Chuh

Listen:

- “Cricket Lovely Cricket,” Lord Beginner
 - <https://www.youtube.com/watch?v=06P0RdZyIT4>

10/31: AMERICA’S SPORTING COLONY

Keywords: *Colonial/Modern*

Read:

- “Commonwealth and the Search for Colonial Sovereignty through Olympism” in *The Sovereign Colony*, Antonio Sotomayor
- “Puerto Rico’s First Gold Dredges Up Their Complex Olympic Past of Tangled National Identity,” *National Post*

- <http://nationalpost.com/sports/olympics/puerto-ricos-first-gold-dredges-up-their-complex-olympic-past-of-tangled-national-identity/wcm/7d9d77b8-a956-49ca-8d60-406fbededfc5>

11/2: THE EMPIRE STRIKES OUT

Keywords: *Empire/Corporation*

Read:

- “The Rise of the Academies” in *Raceball*, Rob Ruck
- “Empire,” Shelby Streeby

Listen:

- “Raceball: How the Major Leagues Colonized the Black and Latin Game,” *Only a Game*
 - <http://onlyagame.legacy.wbur.org/2011/03/05/raceball-2>

Watch:

- “Yankees’ Latin Baseball Academy,” *MLB*
 - <http://m.mlb.com/video/topic/8743756/v543296683/indepth-look-at-the-yankees-latin-baseball-academy>
- “Padres’ ‘all-in’ Dominican Push Shaping Franchise Future,” *San-Diego Union-Tribune*
 - <http://www.sandiegouniontribune.com/sports/columnists/bryce-miller/sd-sp-miller-20170219-story.html>

11/7: ROOTING AND ROOTEDNESS

Keywords: *Diaspora/Community*

Read:

- “The Panama Cannonball’s Transnational Ties: Migrants, Sport, and Belonging in the Interwar Greater Caribbean,” *Journal of Sport History*, Lara Putnam
- “Cultural Identity and Diaspora,” Stuart Hall

11/9: SEEKING CITIZENSHIP THROUGH SPORT

Keyword: *Migration*

Read:

- “Sylvio Cator: Haiti’s Olympian,” *Sport in American History*, Brandon R. Byrd
 - <https://ussporthistory.com/2016/08/18/sylvio-cator-haitis-olympian/>
- “The Lost Prospects of Cuba,” *ESPN The Magazine*, Scott Eden
 - http://www.espn.com/espn/feature/story/_/id/19678696/mlb-prospects-cuba-trapped-dream
- “Migration,” Alyshia Gálvez

Browse:

- “The 50-Man Interview,” *ESPN’s Béisbol Experience*
 - http://www.espn.com/espn/feature/story/_/id/19625385/beisbol-experience-mlb-50-man-interview?curator=SportsREDEF#beisbol-grid

11/14: THE PUMMELING OF PARET

Keywords: *Sex/Violence*

Read:

- “Who Killed Benny Paret?” in *Legends Never Die*, Richard Ian Kimball
- “This Emile Griffith Jazz Opera Strives to Understand Boxing and Masculinity,” *The Undeclared*, Soraya Nadia McDonald
 - <https://theundefeated.com/features/emile-griffith-jazz-opera/>
- “Sex,” Bruce Burgett

Watch:

- “Terrence Blanchard’s ‘Champion: An Opera in Jazz,’” *SF Jazz*
 - <https://www.youtube.com/watch?v=0WTRzqCxSx0>
- “What Makes A Man A Man” from *Champion: An Opera in Jazz*
 - <https://www.youtube.com/watch?v=xiWPYx2QGko>
- “Champion Fight Scene” from *Champion: An Opera in Jazz*
 - <https://www.youtube.com/watch?v=G553VZIpqeI>

11/16: LATINA FOOTBALLERS

Keyword: *Latin@*

Read:

- “South American Soccer Is Ignoring Its Women,” *Vice Sports*, Brenda Elsey and Joshua Nadel
 - https://sports.vice.com/en_us/article/pgnazz/south-american-soccer-is-ignoring-its-women
- “‘Pele With a Skirt’: The Unequal Fortunes of Brazil’s Soccer Stars,” *The Atlantic*, Gwendolyn Oxenham
 - <https://www.theatlantic.com/entertainment/archive/2015/06/neymar-marta-world-cup-brazil/394856/>
- “#SheBelieves, But Who is She? Race, Ethnicity, and the U.S. Women’s Soccer Team,” *The Society Pages: Engaging Sports*, Jennifer McGovern
 - <https://thesocietypages.org/engagingsports/2017/02/28/shebelieves-but-who-is-she-race-ethnicity-and-the-u-s-womens-soccer-team/>
- “Latino, Latina, Latin@,” Juana María Rodríguez

Today is the final day to submit your Keyword Class Project. Students should both post their project to Blackboard and email it to the instructor.

-----THANKSGIVING BREAK-----

11/28: SPORT SCIENCE?

Keyword: *Science/Technology*

Read:

- “Introduction” in *Testing for Athlete Citizenship*, Kathryn Henne
- “Either/Or,” *The New Yorker*, Ariel Levy
 - <http://www.newyorker.com/magazine/2009/11/30/eitheror>
- “Science,” Laura Briggs
- “Technology,” Jentry Sayers

11/30: NEOLIBERALISM IN NIKES

Keywords: *Neoliberalism/Reform*

Read:

- “Preface” and “An Unlikely and Revealing Consensus” in *Midnight Basketball*, Douglas Hartmann
- “Neoliberalism,” Lisa Duggan
- “Reform,” Susan M. Ryan

Watch:

- “What If,” *Nike*
 - <https://www.youtube.com/watch?v=-J48rfIEygU>

12/5: KEYWORD CLASS PROJECT DISCUSSION

Students should be prepared to discuss their projects and those of others.

FINAL PAPER IS DUE 12/20 BY 5 P.M.

A hard-copy should be submitted to History Department Office on the sixth-floor of the Ashe Building. A copy also should be submitted to Blackboard.

ASSIGNMENTS:

Participation: Students are expected to attend all classes. Students also are expected actively to engage in and contribute to in-class discussions, as well as online conversations on the class blog.

For one class period during the semester, each student will serve as the discussion question leader, meaning they will post 2-5 questions on the blog that concern the readings’ relationship to that week’s keywords. Students also should post a piece of media (such as an article, photo, video, song, poem, etc.) that relates to the readings and/or keywords.

Questions and related media must be posted by noon THE DAY BEFORE class. Other students will then review the questions and media, posting their own questions or comments in response BEFORE class. This online conversation will serve as an entry into in-class discussion and activities. **Students**

are required to comment on posts 15 times during the semester, in addition to serving as discussion question leader for one class period. Students' participation grade will be determined by their attendance, engagement in in-class activities, and fulfillment of online responsibilities. Students should immediately contact the instructor if they anticipate any attendance/participation issues.

Mid-Term Exam: The mid-term (10/10) will be an open-ended essay question that will allow students to demonstrate their understanding of the keywords and themes explored in the first half of the class. Students will be allowed to use notes.

Keywords Class Project (choose one of the following):

- A. **Film Review:** Students will select a sport-related documentary or film to review. In their review, students will analyze the documentary/film with special attention to 1-3 keywords. The review will consider whether and how the documentary/film reproduces a limited understanding of the concept(s) or offers more complex understandings. For instance, a student may consider how a documentary/film practices or critiques racialization. Alternatively, a student could examine the messages a documentary/film communicates about capitalism. Students can write an approximately 1000-word traditional, written review (see blackboard for examples). Or, students can experiment with other review formats, producing a 5-7 minute video or podcast review.
- B. **Historical Research:** Students will access the University Archives online portal to discover archival material that reveals the role of sport in the formation of the University of Miami. Students will search the *Miami Hurricane* Archive, Historical Photograph Collection, and Ibis Yearbooks (links on Blackboard) to collect at least 8 archival sources. Students will then use these sources to explore the place of a sport or recreational activity (ex: tennis team, intramural sports, attendance at sporting events, etc.) during the early years of the University, 1925-1940. Students should identify and explain how early sporting culture at the University provides a perspective of the operation of at least one keyword. Students can produce a 1000-word traditional essay. Students also can experiment with alternative presentations, such as a 5-7 minute video or podcast, a detailed Prezi or PowerPoint, a History Pin, or other digitally-based presentation.
- C. **Anthropological Fieldwork:** Students will attend a sporting event or other sport-related activity as an anthropological observer. Students will observe the actions of players, fans, workers, and others involved. Students will then analyze how the actions of their observation-group represents a manifestation of 2-3 keywords. For instance, a student could consider critically how parents at a youth soccer game engage in a performance of a particular role. Students can complete a 1000-word write-up that describes their experience before analyzing the ways in which it illustrates the operation of their chosen keywords. Alternatively, students can produce a 5-7 minute video, podcast, or other digitally-based presentation that describes and analyzes their experience.
- D. **Civic Activism/Engagement:** Students will attend a sport-related activism event or use sport to engage with the local community. For instance, a student could attend a town hall or protest related to the construction of the Miami FC soccer stadium. Alternatively, a student

could interview member of the Cuban diaspora about the ways in which watching a sport, athlete, or team informs their identity. Students should select at least one keyword through which to analyze their experience, addressing how one's activism or engagement illuminates the concept. Students can produce a 1000-word write-up of their experience, describing their involvement before examining its connection to keywords. Students can also experiment with other alternative formats, such as using an online platform to present video, audio, or photography that documents and discusses one's experience.

- E. Utopic Project:** American Studies Association president Robert Warrior encourages American Studies to be “an inclusive space in which alternative versions of the future can be imagined and instantiated.” Using this idea as a point of departure, students will imagine an alternative, better sporting future. Students will select a keyword and then take creative liberties, envisioning and explaining a sporting future that progressively challenges or changes the manifestation and meaning of the keyword. For instance, students could create a future sporting world that deconstructs present-day gender and sex roles. Students can produce a fictionalized short story, poem, work of art, or another type of analog or digitally-based creative project.

Students will complete a brief paragraph proposal informing the instructor of which project they intend to pursue and what presentation format they plan to complete. The student also should provide an approximate completion date. **The proposal is due in class on 9/7.** If a student decides to change their project, they should inform the instructor via email immediately. No changes will be accepted after Fall Break (10/17).

All class projects will be graded for content, critique, and clarity. While creativity with presentation is encouraged, all projects should show a clear and critical engagement with the subject matter and its connection to the chosen keyword(s). Projects should be polished, without grammatical, editorial, or production errors. Students are encouraged to meet with the instructor as they develop their project. A student who meets with the instructor can submit a draft of their project for review and feedback, if they choose.

Students can submit the final version of the Keyword Class Project at any point during the semester, but projects must be submitted BEFORE Thanksgiving Break (11/16). Projects should be emailed directly to the instructor and posted in the designated folder on Blackboard.

Final projects will be posted publicly on Blackboard so other students can view them. Students are then responsible for reviewing the projects produced by their fellow students BEFORE the final class period (12/5), providing substantive comments on at least 3 of their fellow students' projects. Failing to comment on others' project will result in a grade letter reduction (meaning an A would become a B). For the final class period, we will have a class discussion about the projects.

EXTRA CREDIT: Students can complete an additional keyword project. A high-quality project (a B or above) will add +1/2 to a student's final letter grade (meaning a B+ would become an A). An adequate quality project (a C to B-) will add +1/3 to a student's final letter grade (meaning a B+ would become an A-). **This is the only extra credit opportunity available to students.** Extra credit projects also are due BEFORE Thanksgiving Break.

Final Paper: For the final paper, students will engage in a critical examination of an American sport myth of their choice. Using primary and secondary sources, students will examine the ways in which the popular story of an athlete, team, or sporting development reinforces or resists American Exceptionalism. Alternatively, students can explore the story of a particular athlete, team, or sporting development that has not gained mythic status, considering the ways in which this story could reinforce or resist American Exceptionalism. Students also should consider and critique how the exceptionalist or un-exceptionalist myth or non-myth promotes or punctures dominant ideas of America and American citizenship. Students also should draw on at least 2 other keywords in discussing the exceptionalist character of their myth or non-myth.

Students will complete a 250-word proposal that introduces their selected myth and hypothesizes its relationship to American Exceptionalism. The proposal should also include a prospective bibliography, listing at least 5 sources (such as articles, books, films, and/or art from across a range of time) that they plan to reference in their final paper. **The proposal is due in class on 10/17.**

Students' final paper will be at least 1500 words with Chicago Style citations (see Blackboard for documents on formatting). The final paper should include at least 10 sources, with at least 3 different types of sources. The paper will be evaluated for strength of assertions, clarity of writing style, and correctness of citations. Students are encouraged to seek assistance from the instructor and/or Writing Center when drafting their paper. The instructor will provide feedback on any drafts submitted BEFORE the last day of class (12/5).

The final paper is due on the date of this course's schedule final exam (12/20) by 5 p.m. A hard-copy of the final paper should be submitted to the History Department Office on the sixth-floor of the Ashe Building. A copy also should be submitted to Blackboard. Students should send a confirmation email to the instructor when they have submitted their hard and digital copies.

ATTENDANCE POLICY:

This course has no formal attendance policy. However, please recognize that 25% of your final grade is based on participation. Missing classes will negatively affect a student's participation grade. Missing class also will result in the student missing material that is expected to be addressed in the mid-term and final paper. It is the student's responsibility to determine how many class periods they can miss and still achieve their desired grade.

TECHNOLOGY POLICY:

Students are permitted to take notes on their computers. However, phones and headphones should be put away. Use of phone or improper use of computer will adversely affect a student's participation grade. If the instructor repeatedly recognizes a student using their smart phone and/or headphones, they can expect an email from the instructor and a subsequent meeting to discuss the behaviors.

ACADEMIC INTEGRITY:

Plagiarism is a serious violation of the Student Honor Code and could result in failing the course. Please review a copy of the Student Honor Code:

https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf.

ACCESSIBILITY:

Please contact the instructor if you need accommodation for a documented disability. I am happy to assist you if you need a laptop or other technological device, to reserve a particular space in the classroom, extra time to complete academic tasks, or anything else due to an ability-related issue. The Office of Disability Services at UM provides numerous academic accommodations and supportive services: <http://umarc.miami.edu/arc/Index.html>.

LATE WORK POLICY:

No late work will be accepted unless the student has administration-approved documentation that explains the emergency or extenuating circumstances.

GRADE DISPUTE POLICY:

If a student is dissatisfied with their grade, they should write a grade dispute proposal (approximately 1 paragraph; 5-7 sentences) that details and specifies their complaints or confusion. Students should take the time to carefully and clearly explain their contention. The student should email their grade dispute proposal to the instructor. The instructor then will contact the student to schedule a meeting to discuss the complaints and concerns. Only grade dispute proposals received within 2 weeks of the date the assignment is return will be considered.

EMAIL POLICY:

Feel free to email the instructor with any questions, comments, or concerns about assignments or other class matters. All emails will be answered within 24 hours. However, per FERPA, matters related to grades cannot be discussed over email.

ADDRESS:

Please the inform the instructor of your preferred name, pronoun (she/he/they/ze), and/or other form of address.