Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking — is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Spaulding Building, Room 165
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

Reporting an Incidents of Sexual Misconduct- The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Ms. Victoria Ratliff
  Deputy Title IX Coordinator for Students
  Spaulding Building, Room 155
  (910) 672-1222
  vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent such will not impede the University's investigation of the complaint as required by federal regulations.”

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.
II. Course Description: This is a survey course that focuses on the history, culture and traditions of indigenous peoples of Hispanic America. It is an examination of various aspects of the indigenous heritage of the Hispanic culture from prehistoric to the present through the study of selected readings, recordings, documentary videos and feature films that provide students with an understanding of how indigenous cultural values shape perceptions and attitudes in Hispanic America. 

Prerequisite: SPAN 312

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Technology:

- Web browser (Internet explorer / Mozilla Firefox / Google Chrome).
- Reliable Internet Access 
- Access to Blackboard.
- The latest version of Java.
- Windows Media Player
- Microsoft PowerPoint

V. Materials:

- Course readings (essays, book chapters, articles) posted on Blackboard.
- Video presentations and video lectures on BB.
- **Novel of choice for the final project:** The student will have to choose ONE of the following novels to read for the final project. Included in this list are: (1) the title of the novel, (2) the author’s name, (3) the country in which the story takes place, (4) where you can find the book. **If a student wishes to choose a book that is not on the list, he / she must consult with the professor in advance.**


V. **Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Explain the historical trajectory of the Amerindian groups that inhabit(ed) the geographic areas that became Spanish America, in order to determine how they impacted the development of the Hispanic culture.

2. Compare and contrast the history of the Amerindian groups from North America and those from Spanish America before and after their encounters with the Europeans that arrived to the Americas.

3. Identify and explain how the Indigenismo issues or problems affect Spanish American socio-economic groups through the study of diverse texts and materials on the topic of Indigenismo.

4. Evaluate the different manifestations of Amerindian culture (art, music, religious practices, etc), and their impact on the Hispanic culture as a whole.

VI. **Course Requirements and Evaluation Criteria**

a. **Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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b. **Attendance Requirements**

1. Students are expected to log onto the course website THREE (3) times per week for a total of TWO (2) hours MINIMUM. Students may choose to log in ONCE a week as long as they are on for a total of TWO AND A HALF (2 1/2) HOURS.

2. Failure to log in, AT ALL, any given week, will equate to TWO (2) absences. Consecutively or non-consecutively missing THIRTY (minutes) TWICE will equate to ONE (1) absence.

3. Students will receive a **ZERO** in the Participation / Attendance component of this course for each absence.

4. During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students
who receive EA interim grades must either withdraw from the class or resume attendance. Students who 
resume attendance must consult with the instructor about completion of missed assignments. The EA is 
not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the 
class, will receive a final grade based on the evaluation criteria for the class.

5. Consistent attendance / participation is one of the pillars of academic success. The syllabus will provide 
you with information about the current coursework. Remember, however, that the information in your 
syllabus may be subject to changes throughout the semester.

c) Graded Assignments

Students will be evaluated according to the following criteria:

| 1) Active Participation / Attendance | 15% |
| 2) Assignments and quizzes (discussion board, news reports, completed questionnaires, etc) | 20% |
| 3) Reflections (essays, book chapters, videos, etc) | 15% |
| 4) Blog research project | 10% |
| 5) Research papers | 15% |
| 6) Final project (Book review) | 25% |
| **Total** | **100%** |

1) **Active participation:** Students will log into the course site for a total of TWO and A HALF (2 ½) hours 
   per week.

2) **Assignments and quizzes:**

   i. **Reading / video analysis questionnaires:** students will complete and turn in through TURN IT IN 
      all reading / video questionnaires for the course. (See attached rubric).

   ii. **News Report:** Every week, ONE student will be responsible for posting a news report on the 
       discussion board about an event or incident directly related to the Amerindian communities of a 
       Latin American country. This news report MUST NOT be posted verbatim from the source! The 
       student must take the time to paraphrase the news AND include an explanation for having chosen the 
       article, and a short personal and thoughtful reflection of the article. Classmates will be required to 
       write their reactions to the news in the form of responses to the discussion thread. These reactions 
       must be carefully thought out and connections must be made to the information that is being learned 
       in class. (See the guidelines and rubric for the assignment).

   iii. **Discussion board:** throughout the semester students will be required to respond to prompts posted 
       by the professor or by other classmates on the discussion board. These responses or contributions 
       must be insightful and must be relevant to the themes introduced in the course. The student must 
       make explicit connections between his / her comments and the information learned in the course. 
       (See rubric for evaluation).

3) **Blog research project:** Each student will research an assigned Amerindian group and prepare a 
   presentation that will be posted as a Blog. This project is intended to be informative for all students as 
   they will have the opportunity to explore each other’s work, answer questionnaires about the posted 
   blogs, and be tested on the content of each blog. (See guidelines and rubric for assignment).

4) **Research papers:** The topic of the first research paper will be assigned by the professor, the topic of 
   the second research paper will be chosen by the student. In both cases, each student will research the 
   topic and write a report 6 to 8 pages in length, double- spaced. The paper must follow MLA (Modern
Language Association) Format specified in the latest edition of the MLA Handbook available in the library—with full documentation of sources used, and must be prepared on a computer using a program that puts in all Spanish accent marks. These papers will be submitted through TURNITIN. **Note:** papers that contain plagiarism will result in a grade of zero.

5) **Final project:** Students will write a novel review of a minimum of 8 pages (maximum of 10). In this paper, the student will: 1) introduce the characters and setting of their choice novel; 2) summarize the plot; 3) present the climax and moral or conclusion of the novel; 4) contrasts life in the novel with the current situation of the Amerindian group(s) in Latin America. 5) Point out the cultural contributions that the Amerindian group(s) in the novel has had on the Hispanic culture. (see rubric).

A student shall be guilty of a violation of the Academic Dishonesty Policy if he or she engages in act(s) of:  

**a. Facilitating Academic Dishonesty.** Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.  

**b. Attempt.** Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.  

**c. Cheating.** Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.  

**d. Falsification.** Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding any circumstances related to academic work.  

**e. Plagiarism.** Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own original work.

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**FSU Policy on Disruptive Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive: Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;  

- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.  
- **Use of cell phones and other electronic devices**  
- Overt inattentiveness (sleeping, reading newspapers)  
- Eating in class (except as permitted by the faculty member)  
- Threats or statements that jeopardize the safety of the student and others  
- Failure to follow reasonable requests of faculty members  
- Entering class late or leaving class early on regular basis  
- Others as specified by the instructor.  
- The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.  
  - Direct student to cease disruptive behavior.  
  - Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.  
  - Dismiss class for the remainder of the period. (Must be reported to department chair.)  
  - Lower the student’s final exam by a maximum of one-letter grade.  
  - File a complaint with the Dean of Students for more severe disciplinary action.  
  - Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources
- Language lab: student can access the language lab for recording and listening as well as accessing internet to explore online materials (see bibliography below).
- Rosetta Stone: available in the language lab (Butler Building 386)

VIII. Course Outline and Assignment Schedule
(This course will be organized in the form of weekly Módulos. These Módulos will be numbered according to the number of weeks in the semester and will be made available to the students weekly. Each Módulo will require the students to complete a series of activities and assessments. Some changes may take place throughout the semester)

MÓDULO 1 (week 1): Introduction to the course.
MÓDULO 2 (week 2): Los pueblos amerindios antes de la llegada de los europeos a las Américas.
MÓDULO 3 (week 3): Las grandes civilizaciones amerindias: Los Mayas.
MÓDULO 4 (week 4): Las grandes civilizaciones amerindias: Los Mayas.
MÓDULO 5 (week 5): Las grandes civilizaciones amerindias: Los Aztecas.
MÓDULO 6 (week 6): Las grandes civilizaciones amerindias: Los Aztecas.
MÓDULO 7 (week 7): Las grandes civilizaciones amerindias: Los Incas
MÓDULO 8 (week 8): Las grandes civilizaciones amerindias: Los Incas
MÓDULO 9 (week 9): El encuentro: La llegada de los españoles al nuevo mundo.
MÓDULO 10 (week 10): El encuentro: La llegada de los españoles al nuevo mundo.
MÓDULO 12 (week 12): El amerindio durante la época colonial en Hispanoamérica.
MÓDULO 13 (week 13): El amerindio durante la las guerras de independencia.
MÓDULO 14 (week 14): El lugar del Amerindio en el contexto de una Hispanoamérica Independiente.
MÓDULO 16 (week 16): El problema del indio: Situación actual.