Texas Southern University

Readings in U.S. History

Digital History:
Tools, Techniques, Critiques, and Results

HIST 531 - 01H   CRN 11219   Fall 2025
Hybrid   Thursdays 5:30–8:00 PM   PAB 213 and Online

Instructor:	Dr. Roger Hart
In-person office hours:	R 1:30–5:30 PM.
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Website:	http://rhart.org

I. Course Description

Directed readings on specified topics in U.S. history. (This course may be taken more than once, but no more than three [3] times, as topics vary, with the permission of the instructor.)

Please note: ***This syllabus will be revised*** *over the course of the semester*. Changes to the syllabus will be announced in class and on Canvas.

II. Prerequisites

Graduate status or permission of the instructor.

III. Course Objectives

The Digital Age has profoundly transformed society and culture, and with it the ways in which historians research, interpret, and communicate the past. The emergence of ChatGPT and other large language models (LLMs) marks a revolutionary new phase in this transformation. **It is now *imperative* for historians at all levels to understand the *tools*, *techniques*, and *critiques* of digital history —and how to use them to produce outstanding *results*.**

This course is designed for graduate students across ***all levels* of digital proficiency**. It provides a rigorous yet accessible introduction to the rapidly evolving field of digital history, organized around four interrelated components:

Tools: A *comprehensive* survey of tools for digital history, including: (1) ChatGPT and other LLMs; (2) search engines, databases, digital texts, and archives; (3) websites and social media; (4) programming languages; (5) text mining and natural language processing (NLP); (6) geospatial technologies, including GIS and historical mapping platforms; (7) timeline, network, and data visualization software; and (8) specialized digital humanities platforms for curation, annotation, collaboration, and presentations, including Corpora, Recogito, and ClioVis.

Techniques: Hands-on training, *adapted to each student's background, interests, and level of experience*, including: (1) Using ChatGPT for editing, brainstorming, and programming; (2) finding, collecting, cataloging, searching, and analyzing digital texts; (3) programming using Python with Jupyter; (4) digital techniques for conducting, transcribing, storing, and preserving oral history interviews; (5) and numerous other techniques, for creating websites, blogs, GIS, etc.

Critiques: Key scholarly studies including: (1) The limitations, shortcomings, and intrinsic incapacities of digital tools; (2) Digital surveillance, digital redlining, automation of inequality, algorithmic bias, platform colonialism, digital divides, discriminatory design, digital exclusion, biased training data, and racialized data gaps.

Results: Each student will complete a digital U.S. history project of their choosing in consultation with the instructor (possibilities include websites, online teaching, public history, social media, data analysis, GIS, and many others).

IV. Student Learning Outcomes

Through successful completion of this course, students will achieve the following outcomes:

1. Understand the wide range of digital tools available to historians;
2. Understand techniques to use core digital tools;
3. Understand the limitations, shortcomings, and intrinsic incapacities of digital tools;
4. Understand the ways in which digitization has reinforced racial, gender, economic, and geopolitical inequality;
5. Develop a digital history project of their choosing in consultation with the instructor.

V. Resources

There are **no required texts** for this course. Recommended websites and readings are as follows:

Recommended Websites

University Centers
DARTH (Digital Arts + Humanities), Harvard University, https://digitalhumanities.fas.harvard.edu
Digital Humanities, Duke University https://digitalhumanities.duke.edu
Center for Digital Humanities (CDH), Princeton University, https://cdh.princeton.edu
Center for Spatial and Textual Analysis (CESTA), Stanford University, https://cesta.stanford.edu
Digital History, University of Houston, https://www.digitalhistory.uh.edu

Public Centers
Roy Rosenzweig Center for History and New Media, https://rrchnm.org
Library of Congress Digital Collections, https://www.loc.gov/collections
Digital Public Library of America, https://dp.la

Award-winning Projects
Digital Humanities Awards, http://dhawards.org

Tutorials
"Programming Historian,"https://programminghistorian.org/en/lessons

Journals
Digital Scholarship in the Humanities, https://academic.oup.com/dsh
Digital Humanities Quarterly, https://dhq.digitalhumanities.org
Debates in the Digital Humanities, https://dhdebates.gc.cuny.edu
Journal of Cultural Analytics, https://culturalanalytics.org
Reviews in Digital Humanities, https://reviewsindh.pubpub.org

Organizations
Alliance of Digital Humanities Organizations (ADHO), https://adho.org
Association for Computers and the Humanities, https://www.ach.org
Pelagios Network, https://pelagios.org
Digital Scholar, https://digitalscholar.org

Digital Collections
HathiTrust, https://www.hathitrust.org

Recommended Books

Digital History:

Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2006).

Roy Rosenzweig, *Clio Wired: The Future of the Past in the Digital Age* (New York: Columbia University Press, 2011).

T. Mills Kelly, *Teaching History in the Digital Age* (Ann Arbor: University of Michigan Press, 2013).

Jack Dougherty and Kristen Nawrotzki, *Writing History in the Digital Age* (Ann Arbor: University of Michigan Press, 2013).

Digital Social Sciences:

Matthew J. Salganik, *Bit by Bit: Social Research in the Digital Age* (Princeton, NJ: Princeton University Press, 2018).

Dustin S. Stoltz and Marshall A. Taylor, *Mapping Texts: Computational Text Analysis for the Social Sciences* (New York: Oxford University Press, 2024).

Justin Grimmer, Margaret E. Roberts, and Brandon M. Stewart, *Text as Data: A New Framework for Machine Learning and the Social Sciences* (Princeton, NJ: Princeton University Press, 2022).

Digital Humanities:

Johanna Drucker, *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship* (New York: Routledge/Taylor & Francis, 2021).

Anne Burdick, *Digital Humanities* (Cambridge, MA: MIT Press, 2012).

Susan Schreibman, Raymond George Siemens, and John Unsworth, *A New Companion to Digital Humanities* (Chichester, West Sussex, UK: Wiley/Blackwell, 2016).

Digital Feminism:
Catherine D'Ignazio and Lauren F. Klein, *Data Feminism* (Cambridge, MA: MIT Press, 2020).
Catherine D'Ignazio, *Counting Feminicide: Data Feminism in Action* (Cambridge, MA: MIT Press, 2024).
Catherine Knight Steele, *Digital Black Feminism* (New York: New York University Press, 2021).

Critical studies:
Virginia Eubanks, *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor* (New York: St. Martin's Press, 2017).
Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York: New York University Press, 2018).
Ruha Benjamin, *Race after Technology: Abolitionist Tools for the New Jim Code* (Medford, MA: Polity, 2019).

VI. Course Outline and Calendar

Week 1. Overview

Students will introduce themselves, their research interests, and briefly describe any prior experience with digital history. I will present an overview of some of the core digital tools I use—including ChatGPT, digital texts, databases, programming, oral history, translating, web development, and typesetting. We will conclude with a collaborative discussion of the syllabus, identifying topics of particular interest and allocating time for each.

Recommended

Johanna Drucker, *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship* (New York: Routledge/Taylor & Francis, 2021).
Nataliya Kosmyna et al., *Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task*, 2025, https://arxiv.org/pdf/2506.08872

Week 2. ChatGPT Uses

OpenAI's ChatGPT (like Google's Gemini, Anthropic's Claude, China's Deepseek, and other AI LLMs) generates statistically probable word sequences based on patterns in its training data. That is, despite its fluent prose, it does not understand language in any human or academic sense—it does not interpret or understand meaning, context, or truth. As demonstrated by SCIgen two decades ago, computer-generated papers are not new. We will discuss the use and limitations of ChatGPT for editing, brainstorming, coding, web development, and email.

Links

ChatGPT, https://chatgpt.com
Gemini, https://gemini.google.com
Claude, https://claude.ai
Deepseek, https://www.deepseek.com

Recommended readings

Geoffrey Hinton: Nobel Prize in Physics 2024: Official interview, https://www.youtube.com/watch?v=66WiF8fXLok."
Noam Chomsky, Ian Roberts, and Jeffrey Watumull, "Noam Chomsky: The False Promise of ChatGPT," *The New York Times*, March 8, 2023,
Stephen Wolfram, *What Is ChatGPT Doing ... and Why Does It Work?* (Champaign, IL: Wolfram Media, 2023).

Hubert L. Dreyfus, Stuart E. Dreyfus, and Tom Athanasiou, *Mind over Machine: The Power of Human Intuition and Expertise in the Era of the Computer* (Oxford: B. Blackwell, 1986).

Richard Van Noorden, "Publishers Withdraw More Than 120 Gibberish Papers," *Nature*, 2014,

Week 3. ChatGPT Abuses

Not only is ChatGPT limited to generating statistically probable word sequences, in addition, it fabricates facts, invents sources, misattributes quotes, lies about its output, and lies about its lies (the euphemistic term of art preferred by AI apostles is "hallucinations")—all printed out in prose deceptively designed to sound both human and authoritative. We will explore the inherent incapacities of LLMs such as ChatGPT and Scite.ai to create usable bibliographies, syllabi, tests, summaries, or papers, much less publishable research: LLMs are even *less* reliable than Wikipedia, which—however unsuitable it is for academic work—is at least edited by identifiable human contributors subject to editorial oversight.

Recommended

Phie Jacobs, "Trump Officials Downplay Fake Citations in High-Profile Report on Children's Health," *Science*, April 30, 2025, https://www.science.org/content/article/trump-officials-downplay-fake-citations-high-profile-report-children-s-health.

Jaclyn Diaz, "A Recent High-Profile Case of AI Hallucination Serves as a Stark Warning," NPR, July 10, 2025, webpage, https://www.npr.org/2025/07/10/nx-s1-5463512/ai-courts-lawyers-mypillow-fines.

Lila Shroff, "ChatGPT Gave Instructions for Murder, Self-Mutilation, and Devil Worship: OpenAI's Chatbot Also Said 'Hail Satan,'" July 24, 2025, https://www.theatlantic.com/technology/archive/2025/07/chatgpt-ai-self-mutilation-satanism/683649.

Lisa Hagen, Jingnan Huo, and Audrey Nguyen, "Elon Musk's AI Chatbot, Grok, Started Calling Itself 'MechaHitler,'" NPR, July 9, 2025, webpage, https://www.npr.org/2025/07/09/nx-s1-5462609/grok-elon-musk-antisemitic-racist-content.

Week 4. Teaching with ChatGPT

We will explore the pedagogical opportunities and challenges posed by AI LLMs such as ChatGPT. We will examine how AI can be integrated into course design, classroom activities, assessments, as well as for students to enhance research and writing. We will also address the limitations and risks of such tools, including plagiarism, academic integrity, accuracy, and bias.

Recommended

Britt S. Paris et al., *Artificial Intelligence and Academic Professions*, technical report (Washington, DC: Committee on Artificial Intelligence and Academic Professions, American Association of University Professors, 2025).

José Antonio Bowen and C. Edward Watson, *Teaching with AI: A Practical Guide to a New Era of Human Learning* (Baltimore: Johns Hopkins University Press, 2024).

Enkelejda Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education," *Learning and Individual Differences* 103 (2023): 102274.

Chung Kwan Lo, "What Is the Impact of ChatGPT on Education? A Rapid Review of the Literature," *Education Sciences* 13 (2023).

Marta Montenegro-Rueda et al., "Impact of the Implementation of ChatGPT in Education: A Systematic Review," *Computers* 12 (2023).

Week 5. Programming with ChatGPT

ChatGPT (and other LLMs) can make programming considerably more accessible for humanists and social scientists, enabling them to work in Python, HTML, SQL, and other tools for a wide variety of tasks ranging from building websites to data analysis. It can generate, revise, and debug snippets of code, and assist with setup and maintenance. However, significant limitations remain, including the inability to execute and test code, inability to work with more than a few thousand lines of code, inability to solve difficult problems, and worse, corrupting code and data, fabricating outputs, and falsely describing procedures executed or the validity of results.

Recommended

Ramazan Yilmaz and Fatma Gizem Karaoglan Yilmaz, "Augmented intelligence in programming learning: Examining student views on the use of ChatGPT for programming learning," *Computers in Human Behavior: Artificial Humans* 1 (2023): 100005.

Week 6. Digital Texts—JSTOR, Project MUSE, SSRN, Google Books, Libgen, SciHub

We will explore the wide range of sources for accessing digital texts, ranging from institutional databases to unauthorized platforms, including JSTOR, Project MUSE, Google Books, SSRN (Social Science Research Network), arXiv, Library Genesis (LibGen), and SciHub. We will also discuss ethical, legal, and political issues concerning sites such as LibGen and Sci-Hub, which provide free access—without authorization—to millions of scholarly articles and books (including my own), along with issues of intellectual property, open access, and racial and geopolitical dynamics.

Links

JSTOR, https://www.jstor.org
Project MUSE, https://muse.jhu.edu
SSRN, https://www.ssrn.com
Google Books, https://books.google.com

Recommended

Vincent Larivière, Stefanie Haustein, and Philippe Mongeon, "The Oligopoly of Academic Publishers in the Digital Era," *PloS one* 10 (2015): e0127502.

Joe Karaganis, *Shadow Libraries: Access to Knowledge in Global Higher Education* (Cambridge, MA: MIT Press, 2018).

Alex Reisner, "Search LibGen, the Pirated-Books Database That Meta Used to Train AI," *The Atlantic*, March 20, 2025, https://www.theatlantic.com/technology/archive/2025/03/search-libgen-data-set/682094/

idem, "The Unbelievable Scale of AI's Pirated-Books Problem," *The Atlantic*, March 20, 2025,

Week 7. Searching for Texts

Currently available databases include, among others, the Library of Congress, OCLC WorldCat, Google Scholar, Scopus (Elsevier), Semantic Scholar, Crossref, Web of Science, PubMed, arXiv, and IEEE Xplore. Some of these are commercial services, offering paid access, data downloads, and application programming interfaces (APIs); common formats include MARC, JSON, and XML. We will focus on strategies for locating, evaluating, and retrieving scholarly texts efficiently.

Links

Library of Congress, https://www.loc.gov

WorldCat, https://search.worldcat.org
Google Scholar, https://scholar.google.com
Semantic Scholar, https://www.semanticscholar.org
Crossref, https://www.crossref.org
PubMed, https://pubmed.ncbi.nlm.nih.gov

Recommended

Gaming the Metrics: Misconduct and Manipulation in Academic Research, ed. Mario Biagioli and Alexandra Lippman (Cambridge, MA: MIT Press, 2020).

Week 8. Bibliographic Databases

This week introduces the major tools, formats, and standards used to store, manage, and exchange bibliographic data. Dozens of citation management programs are available for individual researchers, among them Zotero, EndNote, Mendeley, JabRef, BibDesk, RefWorks, SciWheel, Paperpile, Citationsy, Bookends, and Citavi. Our focus will be on open-source solutions—particularly Zotero and BibLaTeX. We will examine methods for interoperating with library catalogs, downloading and importing citation data, cleaning and normalizing records, and generating citations and bibliographies in multiple styles. The session will also address the significant limitations of flat-file bibliographic databases.

Links

Zotero, https://www.zotero.org
BibLaTeX, https://ctan.org/pkg/biblatex
BibDesk, https://bibdesk.sourceforge.io

Recommended readings

Jason Puckett, *Zotero: A Guide for Librarians, Researchers, and Educators*, 2nd ed. (2011; Chicago: Association of College / Research Libraries, a division of the American Library Association, 2017).

David Fussner, "The biblatex-chicago Package: Style Files for biblatex, Version 2.3b," April 14, 2024, https://ctan.math.washington.edu/tex-archive/macros/latex/contrib/biblatex-contrib/biblatex-chicago/doc/biblatex-chicago.pdf

Week 9. Digital Publishing—Writing, Typesetting, and Collaborating

This week explores digital publishing for academic and professional contexts, focusing on writing, typesetting, and collaboration. We will compare the functionality of mainstream word processors such as Microsoft Word with open-source LibreOffice and camera-ready-copy (CRC) typesetting with LaTeX. We will use ChatGPT to assist in setting up, writing, revising, and debugging LaTeX code. We will also examine online collaboration platforms—Google Docs and Overleaf—that enable multiple authors to edit and comment in real time. We will discuss selecting the right tool for the task, balancing the technical limitations of Microsoft Word against the learning curve of more advanced platforms.

Links

LaTeX, https://www.latex-project.org
Overleaf, https://www.overleaf.com
LibreOffice, https://www.libreoffice.org
Microsoft Word, https://www.microsoft.com/en-us/microsoft-365/word
Google Docs, https://workspace.google.com/products/docs
Adobe Acrobat, https://acrobat.adobe.com/link/home

Recommended

Frank Mittelbach and Ulrike Fischer, *The LaTeX Companion*, 3rd ed., Parts 1 & 2 (1994; Boston: Addison-Wesley, 2023).

Week 10. Websites

This week introduces the foundational skills for creating and managing websites in academic and public history contexts. We will begin with HTML (HyperText Markup Language), the standard markup language for structuring web content. We will use ChatGPT to assist in setting up, writing, revising, and debugging HTML code. We will also introduce basic Unix commands for remote servers, again using ChatGPT. We will explore WordPress, the world's most widely used content management system (CMS), and Omeka, a CMS designed for scholarly collections and exhibitions. Practical exercises will include creating a basic HTML page, using basic Unix commands, and configuring a simple WordPress or Omeka site.

Links

HTML, https://developer.mozilla.org/en-US/docs/Web/HTML
HTML5, https://developer.mozilla.org/en-US/docs/Web/Guide/HTML/HTML5
WordPress, https://wordpress.org
Omeka, https://omeka.org

Recommended

Lisa Sabin-Wilson, *WordPress All-in-One For Dummies*, 5th ed. (2011; Indianapolis, IN: John Wiley & Sons, 2023).

Brad Williams, David Damstra, and Hal Stern, *Professional Wordpress: Design and Development*, 3rd ed. (2010; Indianapolis, IN: John Wiley & Sons, 2015).

Allison C. Marsh, "Omeka in the Classroom: The Challenges of Teaching Material Culture in a Digital World," *Literary and Linguistic Computing* 28 (January 2013): 279–82.

Week 11. Programming: Introduction to Python with Jupyter Notebooks

Python—the most widely used and versatile high-level programming language—is arguably the most foundational and most advanced tool for digital humanities, digital social sciences, and data-intensive research. We will work in Jupyter Notebooks, an interactive environment that runs in a web browser for code input, output, and visualizations, and can be converted via Voilá into stand-alone web applications. We will employ ChatGPT to assist in setting up, writing, revising, and debugging Python code.

Links

Python, https://www.python.org
Jupyter, https://jupyter.org
Viola, https://voila.readthedocs.io/en/stable
Python tutorials, https://www.w3schools.com/python
Python with ChatGPT tutorial, https://realpython.com/chatgpt-coding-mentor-python

Recommended

Stephen Cass, "The Top Programming Languages 2023: Python and SQL Are on Top, but Old Languages Shouldn't be Forgotten," *IEEE Spectrum*, August 29, 2023,

Folgert Karsdorp, Mike Kestemont, and Allen Riddell, *Humanities Data Analysis: Case Studies with Python* (Princeton: Princeton University Press, 2021).

William J. Turkel and Adam Crymble, "Python Introduction and Installation," *Programming Historian*, 2012, https://doi.org/10.46430/phen0009.

Quinn Dombrowski, Tassie Gniady, and David Kloster, "Introduction to Jupyter Notebooks," *Programming Historian*, 2019, https://doi.org/https://doi.org/10.46430/phen0087.

Week 12. Databases: Introduction to SQLs

This week introduce open-source Relational Database Management Systems (RDBMS) and Structured Query Language (SQL), the most popular and powerful language for relational databases. We will focus on SQLite, the easiest and most accessible SQL database, and PostgreSQL, the most advanced Object–Relational Database Management System (ORDBMS). We will see how to integrate databases into Python projects through SQLAlchemy, a powerful object – relational mapper (ORM). We will use ChatGPT to assist in setting up, writing, revising, and debugging SQL databases.

Links

SQLite, https://sqlite.org
PostgreSQL, https://www.postgresql.org
SQLAlchemy, https://www.sqlalchemy.org
SQL tutorial, https://www.w3schools.com/sql

Recommended

Grant Allen and Mike Owens, *The Definitive Guide to SQLite* (Apress, 2011).
Paul N. Weinberg et al., *SQL, the Complete Reference*, 3rd ed. (New York: McGraw-Hill, 2010).
Jason Myers and Rick Copeland, *Essential SQLAlchemy: Mapping Python to Databases*, 2nd ed. (Sebastopol, CA: O'Reilly Media, 2015).

Week 13. Bestiary of Digital History Projects

This week we survey exemplary digital history projects across a range of topics, methodologies, and platforms. Projects exemplify different genres of digital history, including narrative-driven websites, interactive maps, digital archives, data visualizations, and public engagement platforms. We will critically evaluate these projects for intellectual merit, broader impacts, audience engagement, interpretive approach, and technical execution.

Links

See Recommended Websites, University

Recommended

Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2006)

Jack Dougherty and Kristen Nawrotzki, *Writing History in the Digital Age* (Ann Arbor: University of Michigan Press, 2013)

Johanna Drucker, *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship* (New York: Routledge/Taylor & Francis, 2021)

Anne Burdick, *Digital Humanities* (Cambridge, MA: MIT Press, 2012).

David J. Bodenhamer, John Corrigan, and Trevor M. Harris, *The Spatial Humanities: GIS and the Future of Humanities Scholarship* (Bloomington, IN: Indiana University Press, 2010)

Week 14. Big Data in Historical Research—Scale Meets the Past

This week examines how big data methods are reshaping historical scholarship. We will consider how historians define and work with big historical datasets, ranging from large-scale digitized archives and newspaper corpora to linked open data and geospatial repositories. Topics include data collection and curation, text mining, network analysis, GIS, and visualization, as well as the ethical and interpretive challenges of scale: representativeness, bias, metadata quality, and reproducibility. Case studies will demonstrate how historians combine computational methods with critical historical analysis.

Links

https://gdh.ucsd.edu
https://www.census.gov/history
https://www.clariah.nl
https://historicalgis.org
https://www.histdatacommons.org

Recommended

Jean-Baptiste Michel et al., "Quantitative Analysis of Culture Using Millions of Digitized Books," *Science* 331 (2011): 176–82.
Rob Kitchin, "Big Data, New Epistemologies and Paradigm Shifts," *Big Data & Society* 1 (2014).
Shawn Graham et al., *Exploring Big Historical Data: The Historian's Macroscope*, 2nd ed. (2016; New Jersey: World Scientific, 2022).

Week 15. Student Presentations

Students will present their digital history projects, using the methods, tools, and critical approaches explored throughout the course. Projects may include websites, digital oral histories, online teaching resources, public history initiatives, social media engagements, data analysis, GIS mapping, and digital archives among many others.

VII. Class Location and Organization

This class is **hybrid**.

- Canvas address: https://tsu.instructure.com
  Students are responsible for all assigned readings and for all material presented.

VIII. Technology Requirements

Students are required to use the following technology:

Computers Due to the nature of this course, all students will need access to a computer, internet connection, word processing software, and a PDF reader. Students who do not own a laptop or desktop computer can access computers on the TSU campus at various computer labs. For TSU computer lab locations and hours of operation, see http://www.tsu.edu/about/administration/office-of-information-technology/academic-technology/index.html. Students who are off campus can access computers through local branches of public libraries.
All students must have a TSU computer account, an e-mail account linked to Canvas, and a TSU Canvas account. If you do not have a TSU computer account, you must acquire one as soon as possible.

Canvas Assignments and communications will be through Canvas, available at https://tsu.instructure.com
Students are required to check Canvas daily. Technical Support is available by phone (713) 313-4357 (24hrs) and 1-866-749-8237 (Toll-Free), and by email, itservicecenter@tsu.edu.

E-mail Students are required to check their TSU e-mail daily.

Student engagement is mandatory. Students are responsible for logging onto the course regularly and completing assignments in accord with the guidelines posted. Students are responsible for reading all course announcements, readings, and materials presented online. Students are responsible for completing all assignments within the timeframes given. As this is a 3-credit course, students must be prepared to spend at least 14 hours per week on class readings and assignments.

IX. Assignments and Grading Policies

1. Class attendance is mandatory.
2. Grades according to :
   (i) Class participation 20%, including collaboration and assisting others.
   (ii) Short assignments 30%.
   (iii) Digital history project: 50%. Students must consult me on possible topics as early as possible, no later than Sept. 15.
3. Final course grades will be assigned as follows: A+ 97–100; A 93–96; A− 90–92; B+ 87–89; B 83–86; B− 80–82; C+ 77–79; C 73–76; C− 70–72; D+ 67–69; D 63–66; D− 60–62; F below 60.
4. Make-up work will be permitted for documented emergencies. Students should provide documentation within one week of an absence. Athletes, band members, and members of other outside activities should submit official documentation from their coaches or directors within one week of an absence.

X. Additional Costs

This course has no additional costs.

XI. University Policies

Attendance All students are expected to attend classes regularly, thus TSU Online students must login to their course(s) on a regular basis. **TSU Online students who do not log in and submit an assignment prior to the census date will be AUTOMATICALLY dropped for non-attendance (NAT'd when the roster is marked accordingly by your professor)**.

Students who are dropped for nonattendance will not be reinstated. Students who intend to withdraw from the course must do so by the official last day to drop. You are required to inform your instructor of any excused absences within one week following the period of excused absence. Excused absences fall into two categories, mandatory and discretionary. Excused absences (mandatory): Students must be granted excused absences whenever they are representing the University in an official capacity and have been granted permission by the Office of the University's top Academic Office (Provost). Students are responsible for all work missed while representing the University. Students are responsible for requesting makeup work when they return. Faculty members shall work with students that miss course work while representing the University. Excused absences (discretionary): Students are responsible for providing the faculty member reasons for his or her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members will consider the following reasons for absence as excusable: verified illness, death in a student's immediate family; obligation of a student at legal proceedings in fulfilling responsibility as a citizen; major religious holidays, and others determined by the faculty member to be excusable (e.g. elective University activities, etc.)

Academic Integrity The *Texas Southern University Undergraduate Catalog* states the following:

> **SCHOLASTIC DISHONESTY**
>
> Students must maintain a high standard of honesty in their academic work. They should avoid all forms of academic dishonesty, especially the following:

- **Plagiarism**. The appropriation of passages, either word for word (or in substance) from the writing of another and the incorporation of these as one's own written work offered for credit.
- **Collusion**. Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless such collaboration is specifically approved in advance by the instructor.
- **Cheating on an Examination or Quiz**. Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation is expressly forbidden. On examinations and quizzes students are expected
  1. to remain in the examination room until the examination is finished,
  2. to refrain from talking, and
  3. to refrain from bringing notes and books into the examination room.
- **Impersonation**. Allowing another person to attend classes, take examinations or to do graded assignments for an enrolled student under his or her name is strictly forbidden.

A violator of any of the above offenses will incur severe disciplinary action ranging from suspension to expulsion from the University.

See https://catalog.tsu.edu/undergraduate/admission-requirements-enrollment-information-academic-regulations/academic-regulations/ (emphasis in original).

Grade of I The grade of "I"is given only when a student's work is satisfactory in quality, but due to reasons beyond his or her control, the work has not been completed. The missing work may be a midterm or final examination, a term paper, or other work. It is not given in lieu of an F. The instructor will stipulate, in writing, at the time the grade is given the conditions under which the "I" may be removed. This temporary grade of "I"is non-punitive and semester hours for the course are not considered in the computation of the quality-point average. Removal must be within one calendar year after the "I"is assigned, or the "I"grade shall become an "F". The grade "I"is not assigned if the student must retake the course. In the event a student who earns a grade of "I"decides to retake the course, the student is required to pay for that course.

XII. Student Accessibility Services Office (SASO)

Classroom Accommodations for Students with Disabilities
In accordance with the Americans with Disabilities Act (ADA), Texas Southern University (TSU) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). For each class/ term/semester where a student needs academic adjustments/ accommodations, the qualified student must work with SASO. Contact with the SASO should be made as soon as possible to ensure academic needs are met in a reasonable time. **Only the SASO can grant, modify, or withdraw academic adjustments/accommodations**.

If you have not yet established services through SASO but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact SASO by using the information listed on the following webpage: https://tsu.edu/student-services/departments/disability-services/index.php. The SASO office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and SASO. Only those academic adjustments/reasonable accommodations granted by the SASO are recognized by TSU. TSU's policy and practice is to create an inclusive and accessible learning environment consistent with federal and state law.

XIII. Title IX/Pregnant and Parenting Students

Addressing Incidents of Title IX Sexual Harassment

In accordance with Title IX of the Education Amendments of 1972, Texas Southern University (TSU) prohibits unlawful sexual harassment against any participant in its education programs or activities. Title IX requires schools to take steps to prevent and remedy sexual harassment, hostile environment, including sexual violence, gender-based harassment, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to TSU students, employees, and visitors to campus.

TSU's policy is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in policy. Reports of alleged Title IX violations may be made by visiting: https://app.smartsheet.com/b/form/4e1d5ba471ee442082f477910cb1b4c4. Reports may also be made directly through email to TitleIX@TSU.edu.

Pregnant and parenting students should expect to obtain reasonable academic adjustments/ accommodations based on their pregnant and parenting status to maintain access to the educational environment. These students should work with the Title IX Coordinator for appropriate academic adjustments/accommodations. TSU cannot grant retroactive adjustments, so reaching out early with requests is important. Discrimination against pregnant and parenting students is also prohibited under Title IX. For more pregnant and parenting information, please visit the Title IX webpage found at: https://www.tsu.edu/about/administration/office-of-compliance/title-ix/

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