THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Course Syllabus
MA 501-9I – History of Mathematics I
Fall 2024
Course Meetings: Thursday, 5:00–7:30 PM, in UH 4002

Instructor Information

Instructor:	Dr. Kathleen Clark
Email:	kclark5@uab.edu
Office Location:	Education & Engineering Complex (EEC) 203B
Office Phone:	(205) 996.8786 [Note: Preferred contact method is email.]
Office Hours:	Tuesday, 2:00–4:00 PM; others by appointment—see below

Email is the preferred method of contact if you have questions. You can expect a response within 24 hours on weekdays (between 8:00 AM Monday and 5:00 PM Friday). For emails received after 5:00 PM on Friday, I will respond promptly on Monday morning. For a more efficient response, please Include **"MA 501"** somewhere **in the subject line of your email**. **[Note: Please do not use the "Inbox" utility via Canvas! I will likely not see/respond to these messages in a timely fashion, and responding to them does not allow me to track/record student communication in an efficient manner.]** I am available to meet with you in person or virtually via Zoom by appointment. If you cannot make the office hours posted above, please schedule an appointment (for Zoom or in person) at least 24 hours in advance. I look forward to seeing you during student hours.

Divisive Concepts

All University faculty, instructors, and teaching staff have the academic freedom to explore, discuss, and provide instruction on a wide range of topics in an academic setting. This class may present difficult, objectionable, or controversial topics for consideration but will do so through an objective, scholarly lens designed to encourage critical thinking. Though students may be asked to share their personal views in the academic setting, no student will ever be required to assent or agree with any concept considered "divisive" under Alabama law, nor penalized for refusing to support or endorse such a concept. All students are strongly encouraged to think independently and analytically about all material presented in class and may express their views in a time, place, and manner consistent with class organization and structure, and in accordance with the University's commitment to free and open thought, inquiry, and expressions.

Shared Values Statement

Collaboration, integrity, respect, and excellence are core values of our institution and affirm what it means to be a UAB community member. A key foundation of UAB is diversity. At UAB, everybody counts every day. UAB is committed to fostering a respectful, accessible, and open campus environment. We value

Note: Print a copy of this syllabus for easy reference about due dates, grading scale, and helpful links for student support. The syllabus is considered as the ruling document, but dates could change for various reasons. If changes are made, you will be notified.

every member of our campus and the richly different perspectives, characteristics, and life experiences that contribute to UAB's unique environment. UAB values and cultivates access, engagement, and opportunity in our research, learning, clinical, and work environments. We aim to create an open and welcoming environment and to support the success of all UAB community members.

Course Information

Credit Hours – 3

Instructional Method

Face-to-Face: This course will be conducted in person, on campus, on the day and time listed in the course schedule. Safety measures must be followed as required by the University. As described below, there may be online elements to the course.

The primary instructional method of the course is ***not*** lecture. Instead, students will engage both collaboratively (in small groups) and as a whole class to unpack and understand the underlying historical, personal, philosophical, and mathematical nature of the development of the mathematical ideas we will investigate.

Course Description

This course investigates the development of mathematical principles and ideas from an historical viewpoint, as well as their cultural, educational, and social significance. The course emphasizes learning, analyzing, interpreting, and practicing (historical) methods and techniques of important foundational ideas of modern mathematics, including topics from early number theory, geometry, trigonometry, algebra, "pre"-calculus and calculus, and the advent of rigor in mathematics.

Course Objectives

Upon successful completion of this course, you will:

1. Demonstrate familiarity with the historical development of foundational topics in mathematics.
2. Develop a more rigorous and critical view of the basic ideas of mathematics.
3. Perform calculations and solve problems using historical methods and notations.
4. Analyze and discuss historical sources, historical methods, and historical mathematical results.
5. Examine the ways in which mathematics developed as a result of necessity, as well as the cultural, scientific, and societal influences on its development.
6. Employ reading and analytical skills, especially regarding mathematical sources.

Prerequisites and/or Corequisites

MA 125 [Minimum Grade: "C"] or MA 225 [Minimum Grade: "C"] or MA 168 [Minimum Grade: "C"]

Required Text and Course Materials

Wardhaugh, B. (2010). *How to read historical mathematics.* Princeton University Press. **[ISBN: 978-0-691-14014-8]**

Optional Texts or Resources

A significant number of supplemental texts and resources (e.g., websites, videos, etc.) will be used during this course. Access will be provided via the Canvas course page, which you can find via the **MA 311/501 Research Guide** in the course navigation (left-hand side). Alternatively, some texts/resources will be provided in printed form in class.

Access to Library Resources

Articles or additional text resources in this course are available from the UAB Libraries databases. If you are using the internet from an IP address on campus, clicking on the link will open the article. If you are using internet in another location, you will be prompted to enter your BlazerID and password to be able to access the resources.

Course Time Zone

All assignment deadlines listed on this syllabus **are given for Central Time** (in the United States). If you are in a different time zone, including during any travel, you are responsible for calculating the time difference and submitting assignments or attending online meetings on time. Use the **World Official Time Zone Site** as a reference.

Course Grading and Policies

Late Assignment Policy

Late assignments are eligible for a 10% deduction of original points for each day that they are late, up to two (calendar) days. You must have a legitimate reason to receive a deadline extension, and you should contact me as soon as you know that you will not be able to meet the deadline. If you contact me at the last minute, or, if frequent requests are made (without prior approved accommodation), you might not be granted an extension.

Grading Scale

The following scale will be used to determine final grades.

A = 90–100% B = 89–89% C = 70–79% D = 60–69% F = < 60%

Rounding Policy

Individual assignment grades will not be rounded up. Final grades will be rounded up from 0.45.

Student Access to Grades

Grades for written assessments will be available within two weeks after the due date. View the **Canvas guide** to see how to view my comments and/or grading rubric (if applicable). Please submit all work to the assignment links provided in the weekly module overview pages on Canvas. On rare occasion, I may ask that you submit your work (on paper) in class. Regardless of the mode of submission, I would greatly appreciate your timely submission of assignments during the course, as this will enable me to determine how you are progressing and to provide you with necessary feedback.

Graded Assignments and Activities Overview

Assignments and Activities	Percentage
Collaborative Participation (including introductory class sessions focused on the course text)	20%
Mathematical and Reflection Tasks	40%
Response Papers (3 total)	20%
Inquiry and Analysis Portfolio	20%
Total	**100%**

Assignments and Activities Descriptions

Collaborative Participation

Your success in this course is highly dependent upon your active and reflective participation. Whereas I do not expect you to be a history of mathematics expert, I do expect that you will come prepared (even if it means bringing your questions and 'puzzling points'), ready to dig into the primary historical sources of the day, and to engage in discussion—in both small groups and as a whole class. Thus, MA 501 is as much about the work we do together in class (reading, analyzing, discussing, and interpreting the primary sources) as it is about wrestling with the materials and assignments outside of the class sessions. It is important that you attend class, complete the assigned readings and assignments, and participate actively and fully as we work through sources and historical methods, and seek to make connections among them. To this end, I expect you to refrain from distractions (to both you and others—including me!) during class. This includes texting, social media surfing, working on tasks for other courses, or accessing websites not pertinent to the material at hand. **If you need assistance avoiding such distractions, I am happy to provide a comfortable resting place for your mobile phone or other device during class time**.

In addition to our shared work during class, you should also keep your own 'notes for the day' (e.g., any historical/biographical content discussed in class, sample problems we worked on, interpretation and analysis of primary and secondary sources, etc.)—much like you would do for any mathematics course.

You will be able to earn **up to 4 points** for each scheduled class session that you attend. A sample of how the points will be assigned is:

- **4 points** = on time, participated, **AND** submitted work (if requested)
- **3 points** = between 5 and 15 minutes late or left less than 15 minutes early, participated, **AND** submitted work (again, if requested)
- **2 points** = on time, but did not submit work (if requested) **OR** did not participate (and evidence of distraction was noted—such as unauthorized mobile phone usage)
- **1 point** = more than 15 minutes late and/or left more than 15 minutes early **AND** did not participate **AND** did not submit work (if requested)
- **0 points** = did not attend

If you do not attend a class session, you can earn up to 2 points if you email your individual work on the requested content to me (kclark5@uab.edu) within an agreed upon time frame. (You will need to email me in the event of an absence to negotiate the time frame.)

Collaborative Participation: Course Intro and Course Text

For parts of the first three class sessions (**29 Aug**, **5 Sept**, & **12 Sept**), we will work through several chapters in the course text, which is designed to "give students the skills and the confidence to tackle a course…in which reading historical writings is required" (Wardhaugh, 2010, p. xi). We will use the text to highlight skills that will be helpful for your weekly work in the course, and ultimately the final portfolio assignment. The reading schedule is:

- Preface and **Chapter 1** (pp. vii–xii, pp. 1–17)
  (Prepare, if you have time)
  We will review the content of Chapter 1 together during first class session (29 August).
- **Chapter 2** (pp. 21–45)
  Read and prepare for use in class on 5 September
  "Scavenger Hunt" through the "**MA 311/501 Research Guide**" on Canvas, so you'll need a device that is Canvas/Libraries website user-friendly.
- Skim Chapter 3; **Chapter 4** (pp. 73–87)
  Read and prepare for class on 12 September.
  We will use issues of *The Ladies' Diary* (e.g., referenced in Wardhaugh, 2010) to investigate notions of readership raised by Wardhaugh.

Mathematical and Reflection Tasks

The majority of mathematical content in MA 501 will come from the dozen or so Primary Source Projects (PSPs) we will study during the course, or from materials similar to PSPs that I have created. At the completion of each, you will be required to submit your responses (e.g., your solutions) to a selection of the assigned tasks/problems. You must submit your work as a separate document. For example, do not submit your work as "answers" recorded on a given Primary Source Project handout. Instead, you are required to submit your work as one document on Canvas, either as a LaTeX or Word document, and good formatting and presentation are required. For example, use: x2 + 7x = y2, and not: x^2+7x=y^2. 😊 [Note: all variable terms are italicized; numbers and operation symbols are not.] If you would like to learn more about how to format mathematical text, please refer to the resource, A Guide to Writing Mathematics (Lee, n. d.), in the Assignments module in our Canvas course site.

Response Papers

On three occasions during the semester, you will locate a peer-reviewed, published, academic journal article and write a three- to four-page (double spaced) response to the article, guided by several prompts. Your article selections should each be related to a topic you select at the beginning of the semester, which will also be relevant to your **Inquiry & Analysis Portfolio** assignment. Options for topics will be provided in **the Assignments module** in our Canvas course site. As well, a detailed assignment description will be provided in the same module. For the graduate version of the course (MA 501), you will also be required to write an additional 'synthesis paper' (5–7 pages in length), in which you reflect on the three academic journal articles as a small collection of literature/scholarship on your topic. For this paper, briefly restate a concise summary of each of the articles, and then compare and contrast the across the three articles. For example, ***situate the articles in conversation with one another***. That is, do the articles build on the same ideas, or do they offer new perspectives on your focus topic? And, what are these perspectives? Are there any ideas across the three articles that contradict each other or that seem incongruous? (Again, discuss these differing perspectives.) Finally, in considering the three articles and what they have contributed to your new knowledge, what new understanding or perspective emerges from your synthesis?

Inquiry and Analysis Portfolio

The portfolio requires you to engage in formal inquiry and analysis of one of the key concepts of focus from the course (or closely related to it). The inquiry will entail digging into the mathematical development of the concept that you select (using additional sources from those utilized in the course, solving similar problems of your choosing, and interpreting or comparing results). Finally, you will include a reflection (narrative) on your understanding of the role/importance of the mathematical concept within the development of mathematics, present questions that remain for you as a result of your inquiry and analysis, and describe how the study of the historical development of your topic has contributed to your own mathematical knowledge. A detailed assignment description will be provided in **the Assignments module**. For the graduate version of the course (MA 501), the Portfolio assignment will entail one additional component for submission, which will require additional historical problems (from at least two different primary historical sources) related to your focus topic that you will compare within a narrative analysis. These additional requirements will be included in the graduate version of this assignment description.

Time Commitment

You are expected to spend a substantial amount of time working through the course activities and assignments every week. Please know that time management and self-motivation are key components for success in this course and courses in general.

This class meets once per week for 2.5 hours each time. The U.S. Department of Education (and the credit hour policy that UAB subscribes to) defines one credit hour as not less than: "One hour of classroom or direct faculty instruction AND a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit." Thus, in addition to class time, you should expect to spend about (at least) 6.5 hours per week reading, studying, preparing for class discussions, and completing assignments.

Attendance

The **Undergraduate Catalog Attendance and Excused Absence Policy** states, "*UAB recognizes that the academic success of individual students is related to their class attendance and participation.*"

This course complies with this official **Attendance and Excused Absence Policy for Undergraduate Programs.** (Scroll down to the section titled, *Attendance and Excused Absence Policy*.) Please refer to this policy regarding which absences would be excused. Class participation, contribution, and active and reflective participation are critical for student success. Therefore, class attendance is mandatory. The following attendance policy will be applied for **a one-day per week course:**

> **For every unexcused absence above 1, a student's final (numerical) grade will be reduced by 2 points. More than 3 unexcused absences will result in an automatic "F."**
>
> Example:
>
> - Final grade earned = 90
> - 2 unexcused absences (1 above maximum permitted)
> - 90 – 2 = 88% final grade assigned

Again, if you anticipate being absent, please contact me as soon as possible and provide any documentation available (doctor's note, etc.—but please redact sensitive information before submitting).

Due to the nature and implementation of this course, I hold the same attendance expectations for graduate students enrolled in MA 501.

Inclement Weather

Classes will be canceled for weather only if the University cancels classes. Otherwise, you are expected to be present in class. **UAB Emergency Management** will be the official source of UAB information during any actual emergency or severe weather situation. The UAB Emergency Management Team will use B-ALERT, the university's emergency notification system, to communicate through voice calls, SMS text messages and emails to the entire campus all at the same time. To register for B-ALERT or update your existing information in the system, go to **uab.edu/balert**. All registration is connected to your BlazerID.

Weekly Course Schedule

The following is a very tentative course schedule. The content planned for the course is set, but the timing is not yet settled, as this is the first semester I will teach this course one day per week (after having taught a similar course two days per week. Changes made to the schedule will be communicated in Canvas, via the relevant weekly overview pages.

Week/Module	Assignments and Activities	Due Dates
Week 1: **Course Intro and Course Text**	**Topics:** • Introduction to the course • Highlights of the syllabus • "Reading an Image" activity	• Complete the Course Survey **by 11:59 PM** on **29 August**

Week/Module	Assignments and Activities	Due Dates
[Week of 26 August]	• Chapter 1 (Wardhaugh) activity & discussion **Prep work for Week 2:** • Key figures (and artifact): Proclus, Pythagoras, Euclid, Plimpton 322	• Review/select topic for Response Paper focus area: Topic selections due **by 5:00 PM** on **5 September** • Read Chapter 2 (Wardhaugh) for next class session (5 September) [And, if you were unable to do so before 29 August, go back and read Chapter 1 as well!]
Week 2: **Course Text Review (contd.) & Early Number Theory** [Week of 2 September]	**Topics:** Chapter 2 (Wardhaugh) activity: Types of textual sources **PSP M26.2**[1] – Generating Pythagorean Triples **Prep work for Week 3:** Key figures (and artifacts): Euclid (again), Xu Guangqi, Liu Hui, Matteo Ricci, *Suan Shu Shu* (or *Book of Numbers and Computations*), *Jiuzhang Suanshu* (or *The Nine Chapters on the Mathematical Art*)	Skim Chapter 3 & Read Chapter 4 (Wardhaugh) for next class session (12 September) ** Beginning with Week 2, please find **Collaborative Participation** and **the weekly assignment** ("Mathematical and Reflection Tasks", i.e., those associated with submitting written work from the PSPs and other assigned tasks) requirements and the associated **due dates** within each weekly module overview page on the Canvas course site. **
Week 3: **Course Text Review (completed); Early Number Theory (contd.)** [Week of 9 September]	**Topics:** Chapters 3 & 4 (Wardhaugh) activity **Begin PSP F11** – Greatest Common Divisor: Algorithm and Proof [through Task 39] **Prep work for Week 4:** Same as last week, plus Other key figures: Arthur Cayley, Carl Friedrich Gauss, Adrien-Marie Legendre, Isaac Newton, Michel Rolle, Thomas Simpson	
Week 4: **Algebra** [Week of 16 September]	**Topics:** **PSP F03** – Solving a System of Linear Equations Using Ancient Chinese Methods Taking stock and leaving ancient times **Prep work for Week 5:** Key figures: Muhammad ibn Mūsā al-Khwārizmī (or review what we discussed in class)	Response Paper 1 due **by 11:59 PM** on **19 September**

[1] I will be using/referring to the numbers assigned to these classroom materials in the TRIUMPHS project. The complete listing of PSPs can be found **here**.

Week/Module	Assignments and Activities	Due Dates
Week 5: **Algebra (contd.)** [Week of 23 September]	**Topics:** Algebra (from the 9th century forward) – An overview **PSP M28** – Completing the Square: From the Roots of Algebra **Prep work for Week 6:** Key figures: Maria Gaetana Agnesi, Count Carlo Belloni, Guillaume de L'Hôpital, Christoff Rudolff	
Week 6: **Algebra (contd.)** [Week of 30 September]	**Topics:** Developing from algebra to pre-calculus **PSP F46** – Three Hundred Years of Helping Others: Maria Gaetana Agnesi on Precalculus **Prep work for Week 7:** Key figures (and artifacts): Hipparchus, Claudius Ptolemy, Theon of Alexandria, *Almagest*, *Enuma Anu Enlil*	
Week 7: **Geometry / Trigonometry** [Week of 7 October]	**Topics:** Connections between geometry, (algebra), and trigonometry **PSP F01** [through approx. p. 12] – A Genetic Context for Understanding the Trigonometric Functions **Prep work for Week 8:** Key figures (and artifacts): al-Bīrūnī, Regiomontanus (Johannes Müller), Varāhamihira, *The Five Canons*	
Week 8: **Geometry / Trigonometry (contd.)** [Week of 14 October]	**Topics:** Complete PSP F01 Review of resources and development needed for the portfolio assignment (which is due 10 December) **Prep work for Week 9:** Key figures: Rene Descartes, Diophantus, Pierre de Fermat	Response Paper 2 due **by 11:59 PM** on **17 October**
Week 9: **"Pre"-Calculus** [Week of 21 October]	**Topics:** **PSP M05** – Fermat's Method for Finding Maxima and Minima A deeper dive into the analytic geometry of Descartes, Fermat, and others **Prep work for Week 10:** Key figures: Fermat (again), Bernhard Riemann	

Week/Module	Assignments and Activities	Due Dates
Week 10: **"Pre"-Calculus (contd.) & Calculus** [Week of 28 October]	**Topics:** **PSP M04** – Beyond Riemann Sums: Fermat's Method of Integration What do you notice about the nature of Fermat's texts? **Prep work for Week 11:** Key figures: Archimedes, Jacob Bernoulli, Johann Bernoulli, Leonhard Euler, Nicole Oresme	
Week 11: **Calculus** [Week of 4 November]	**Topics:** **PSP M03** – The Derivatives of the Sine and Cosine Functions **PSP M06** – Euler's Calculation of the Sum of the Reciprocals [*A gentle warning:* The algebraic manipulation required for this PSP is not for the faint of heart!] **Prep work for Week 12:** Key figures: George Berkeley, Gottfried Wilhelm Leibniz, Newton (again)	
Week 12: **Calculus (contd.)** [Week of 11 November]	**Topics:** Newton's fluxions and Leibniz's differential triangle: Were they enough to fuel the Calculus Wars? **Prep work for Week 13:** Key figures: Augustin-Louis Cauchy, Gaston Darboux, Guillaume Jules Hoüel, Leibniz (again), L'Hôpital (again), Joseph-Louis Lagrange, Newton (again)	Response Paper 3 due **by 11:59 PM** on **14 November**
Week 13: **Calculus (contd.)** [Week of 18 November] **[Note: The Fall Break is the week of 25 November. *Happy Thanksgiving!*]**	**Topics:** **PSP F21** – An Introduction to the Rigorous Definition of Derivative **Prep work for Week 14:** Key figures: Niels Abel, Bernard Bolzano, Cauchy (again), Richard Dedekind, Euler (again), Leibniz (again), Newton (again). [There are many other historical figures referred to in PSP M17, but we will not have time to explore them all!]	
Week 14: **Rigor in Mathematics** [Week of 2 December]	**Topics:** The pursuit of rigor for/in 19th century mathematics **PSP M17** – Why be so Critical? Nineteenth Century Mathematics and the Origins of Analysis **Prep work for Week 15:** Complete your portfolio assignment!	Synthesis Paper 3 due **by 11:59 PM** on **6 December**

Week/Module	Assignments and Activities	Due Dates
Week 15: Exam Week [Week of 9 December]		Inquiry and Analysis Portfolio due **by 5:00 PM** on **Tuesday, 10 December**

UAB Policies and Resources

Add/Drop and Course Withdrawal

- Drop/Add: Deadlines for adding, dropping, or withdrawing from a course and for paying tuition are published in the **Academic Calendar available online.** Review the **Institutional Refund Policy** for information on refunds for dropped courses. It is the student's responsibility to initiate add/drop procedures. Students may drop and add courses online after they have registered and until the drop/add deadline online using BlazerNET.
- Withdrawal: To avoid academic penalty, a student must withdraw from a course by the withdrawal deadline shown in the academic calendar and receive a grade of "W" (withdrawn). Failure to attend class does not constitute a formal drop or withdrawal. The official course withdrawal must be completed online in BlazerNET.

Academic Integrity Code

Your success while at UAB and after graduation is valued by the University. To gain and grow in the knowledge and skills needed for your future career, it is vital that you complete your own work in your courses and in your research. The purpose of the **Academic Integrity Code** is to support our academic mission and to maintain and promote academic integrity. All students in attendance at UAB are expected to pursue all academic endeavors with integrity, honor, and professionalism and to observe standards of conduct appropriate to a community of scholars.

Please be sure you understand the different forms of "academic misconduct" covered by the code. See what UAB students say about academic integrity and review the FAQs about the code for details on the **Student Academic Integrity webpage**.

Academic Policy Appeal

Students should request an Academic Policy Appeal when the student cannot continue in a course for reasons that are outside of the strict qualifications under this policy. Students need to submit supporting documentation showing why they cannot continue in a course. Learn more about the Academic Policy Appeal and how to submit an appeal form by visiting the **Academic Policy Appeal webpage**.

Grading Policies and Practices

UAB provides many Grading Policies to students such as Study Abroad Grading Policy, Grade Change Policy, Course Repeat and University Forgiveness Policy. View more about the polices in the Grading Policies and Practices section of the **Undergraduate Catalog**.

Artificial Intelligence Use

Academic Integrity

Academic misconduct is present in an academic work wherever Artificial Intelligence (AI) assistance has been used when unauthorized, or when authorized, has not been disclosed as required. Such behavior is considered deceit and a violation of UAB's shared commitment to truth and academic integrity. Deceit constitutes academic misconduct and is subject to review according to UAB's Academic Integrity Code.

Expect Changes

The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

General Writing

The use of generative AI tools is not permitted on writing assignments in this course. By submitting a writing assignment, you attest that you are the only and original author.

Encourage Use of AI with Three Principles of Generative AI

Artificial Intelligence that can produce content is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions that AI can make, and to help your learning. However, keep the following three principles in mind: (1) AI cannot pass this course; (2) AI contributions must be attributed and edited for accuracy; (3) The use of AI resources must be open and documented.

1. To pass this course: AI generated submissions cannot achieve a passing grade. This is necessary to ensure you are competent to surpass generative AI in the future—whether in academia, research, the workplace, or other domains of society. If this cannot be achieved, if you are not able to maintain control of the rules, you are entering an unwinnable competition. To provide a baseline that is specific for the course, we will produce, analyze, and provide AI-generated sample solutions. Your task will be to surpass them.

2. Attribution: You are taking full responsibility for AI-generated materials as if you had produced them yourself: ideas must be attributed, and facts must be true.

3. Documentation: A portion of your assignment grade will evaluate your documentation of AI use throughout the course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives.

Student Conduct Code

The purpose of the University of Alabama at Birmingham ("University") student conduct process is to support the vision, mission, and shared values of the University and the tenets of the University's creed, The Blazer Way. Through a student-focused and learning-centered lens, the process strives to uphold

individual and community standards; foster an environment of personal accountability for decisions; promote personal growth and development of life skills; and care for the well-being, health, safety, and property of all members of the University community.

The **Student Conduct Code** ("Code") describes the standards of behavior for all students and student organizations and outlines students' rights and the process for adjudicating alleged violations. It is set forth in writing in order to give general notice of non-academic prohibited conduct. The Code should be read broadly and is not designed to define non-academic conduct in exhaustive terms. All students and student organizations are expected to conduct themselves in accordance with the Code. The current version of the Code, which may be revised periodically, is available from the Office of Community Standards & Student Accountability.

Intellectual Property

My facilitated course materials, including PowerPoint presentations, commentary, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly, whether or not a fee is charged, without my expressed written consent.

DSS Accessibility Statement

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit **the DSS website**.

Title IX Statement

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources and supports, please visit the **UAB Title IX webpage** for UAB's Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy; UAB's Equal Opportunity and Discriminatory Harassment Policy; and the Duty to Report and Non-Retaliation Policy.

Violence Prevention and Response Policy

The University of Alabama at Birmingham (UAB) is committed to maintaining a safe and secure educational environment and workplace, one which seeks to ensure the well-being and safety of faculty and staff, employees, students and visitors. Violence and threatened violence are prohibited by UAB. Each member of the UAB community has the responsibility to understand, prevent and respond appropriately to campus/workplace violence. View the **Violence Prevention and Response Policy**.

Technology

Access technical support and view privacy policies and accessibility statements for Canvas and other technologies on the **Student Academic Technologies website**. Additionally, view information about the **Minimum System Requirements and Technical Skills**.

Canvas Alerts

I may send alerts to students based on Canvas course information, such as current grades in the course, online attendance (login records), assignment due dates, and assignment scores. The alert is sent as an email to the student's UAB email address.

Health and Safety

UAB is very concerned for your continued health and safety. Please consult the **Student Health Services webpage** for up-to-date guidance because the following information is subject to change as circumstances require.

We strongly urge you to be fully vaccinated**.** Mask-wearing has proven to be one of the most successful mitigation strategies used to combat spread of the various variants of the COVID-19 virus. View information on the Immunization Requirements and Policies of the University on the **Student Health Services webpage.**

Student Academic and Support Services

- **One Stop Student Services** provides a single point of professional integrated service to students. The One Stop serves students who need assistance with academic records, financial aid, registration, student accounting, ONE card, and other related topics.
- **Student Assistance and Support** provides individualized assistance to promote student safety and well-being, collaboration and resilience, personal accountability, and self-advocacy. The Care Team consults and collaborates with campus partners to balance the needs of individual students with those of the overall campus community. **The UAB Care Team** helps find solutions for students experiencing academic, social, and crisis situations including mental health concerns.
- **Disability Support Services** assists students with in reaching accommodations for their educational experiences at UAB that ensure that they have equal access to programs, services, and activities at UAB.
- The **Vulcan Materials Academic Success Center** provides tutoring, supplemental instruction, and other services that encourage goal achievement and degree completion.
- The **University Writing Center** offers free writing assistance for all UAB students. Get help at any stage of the writing process and with any type of writing. Students may meet with a tutor in person or via Zoom. Students may also upload a paper for feedback (called eTutoring in the online system). During in-person and Zoom sessions, tutors can help you understand your assignment, develop and organize your ideas, use and cite sources, revise and edit your draft, and more. When you upload a draft for eTutoring, tutors can provide feedback on both big-picture issues and detail-oriented concerns; please note that you must upload a draft and assignment sheet to use eTutoring.

  To make an appointment or get more information, please see the **UWC website**, email

writingcenter@uab.edu, or call 205-996-7178. Follow the UWC on Facebook, Instagram, and LinkedIn for daily news and quick writing tips.

- UAB Student Health Services delivers comprehensive, high quality, confidential, primary healthcare to students. Student Health provides testing services and vaccination clinics.
- Student Counseling Services offers students a safe place to discuss and resolve issues that interfere with personal and academic goals. UAB has created a new app (available in the App Store and Google Play) called B Well, that is designed to easily access resources on mobile devices and build a self-care plan. Kognito is a free, interactive simulation-based platform designed to help you talk with someone when you are worried about your mental health.
- UAB Blazer Kitchen at the Hill Student Center provides food and basic supplies for any UAB student in need through in-person or online shopping. Students who can are also able to donate food and supplies to assist their peers. To get more information, call 205-975-9509, email studentoutreach@uab.edu, or visit Student Assistance & Support website.
- The Office of Learning Technologies provides numerous academic technologies and learning resources for students.
- UAB Emergency Management will be the official source of UAB information during any actual emergency or severe weather situation.

The following are the various websites describing additional student academic and technology resources:

- UAB Policies for Students
- Student Academic and Support Services
- Technology Resources

See also the Student Assistance & Support website of Student Affairs for a description of Covid-19-related resources, including the laptop loaner program.

Peers' Contact Information

I encourage students to reach out and obtain contact information of up to three classmates. This will be helpful in the event of an absence, forming study groups, or communicating schedule changes, etc.

Contact 1	Contact 2	Contact 3
Name: Email: Phone Number:	Name: Email: Phone Number:	Name: Email: Phone Number: