History 233, the Middle East Since 1798

Spring 2020

Monday, Wednesday, Friday 1:00-1:50 PM CBB 131

Final Exam: Wednesday, May 13, 2020, 2:45PM - 4:45PM, CBB 131

# Instructor: Dr. E. Francis.

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Office Hours: Wednesdays 2:00-3:30, Fridays 10:30-12:00, **And By Appointment**

The assignments, deadlines, and policies described in this syllabus are subject to change. Any such changes will be clearly announced. It is your responsibility as a student to regularly check Canvas and your UWSP email account for corrections or updates to the syllabus.

I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials to people not currently enrolled in this class without my express permission. Posting course material I have created onto course-sharing websites directly violates my copyright on my academic materials.

For updates to the schedule of topics, readings, and assignments, see the following section: List of Topics and Readings [Use CTRL+Click to follow internal link]. This syllabus was last updated 1/22/2020 11:50 AM

# Course Description

History 233 (The Middle East since 1798) fulfills the “Historical Perspectives” and “Global Awareness” categories of UWSP’s General Education Program (GEP). It is also a foundational course for several majors and minors--including History, International Studies, and Broad-Field Social Sciences. Through this course, students will improve their ability to:

1. Use primary sources as evidence to answer questions about historical change
2. Describe differences among interpretations of the past
3. Analyze institutional and cultural change over time
4. Identify and explain components of Middle Eastern cultures from 600-1798 CE

Students will develop those skills by studying the history of the Middle East from approximately 1798 CE to the present. They will learn about this history through reading textbooks and primary sources and through lectures, discussions, and other learning activities.

# Books and Other Required Expenses

Gelvin, James. The Modern Middle East: A History. 4th ed. Oxford: Oxford University Press, 2014. Rental Text.

Clancy-Smith, Julia and Charles D. Smith. The Modern Middle East and North Africa: A History in Documents. Oxford: Oxford University Press, 2014. Purchase Text. $54.95.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th edition. Boston: Bedford/St. martin’s, 2018. $33.99. Paperback (eBook available: $16.99 from macmillanlearning.com.)

## e-Reserves/Reserves

Additional readings will be distributed in class or posted on Canvas. You will need have copies in class on the date assigned. Printing is available to students at all UWSP computer labs for $0.10/page.

# Assessment and Grading

Final course grades will be assigned on a percentage basis: Grades in this course reflect achievement of different levels of mastery. Final course grades will be assigned on a percentage of possible points earned:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A Range | Exceptional or exemplary work | 90.0% to 92.99% | A- | 93.0%+ | A |  |  |
| B Range | Very good work. Exceeds minimum standards | 80.0% to 82.99% | B- | 83.0% to 86.99% | B | 87.0% to 89.99% | B+ |
| C Range | Acceptable work. Meets minimum standards. | 70.0% to 72.99% | C- | 73.0% to 76.99% | C | 77.0% to 79.99% | C+ |
| D Range | Barely meets minimum standards |  |  | 63.0% to 66.99% | D | 67.0% to 69.99% | D+ |
| F | Does not meet minimum standards | 0-62.99%.  UWSP does not recognize a grade of D-. Any grade of less than 63.0% will result in a grade of F for the course. | | | | | |

These grades will be based on students' performance on the assignments described below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assignment | Points Per | % Per | Number | Points total | % Total |
| Attendance/Participation/Professionalism | 50 | 5% | 1 | 50 | 5% |
| Regular Reading Responses | 12 | 1% | 8 | 96 | 10% |
| In-Class Exams | 100 | 10% | 4 | 400 | 40% |
| Written Responses to Primary Sources | 150 | 15% | 3\* | 450 | 45% |
|  |  |  |  |  |  |
| TOTAL |  |  |  | 996 | 100% |

## Attendance/Participation/Professionalism.

College is your gateway into the working world. Thus, I will follow practices of common courtesy and professionalism expected in the workplace. I expect that you do the same. As a class, we will collectively determine the standards for participation, and professionalism in this class.

Your grade in this category will be reduced for each unexcused absence. See “Course Policies” below for my policies on attendance.

## Regular reading responses

Throughout this class, I will assign different reading responses to primary or secondary sources. Each will be worth 12 points. Only your best eight assignments will count toward your final grade, and there will be more than eight such assignments.

Most will be written responses assigned ahead of time. Honest attempts on all such assignments will earn 100%. If necessary, I will also administer unannounced graded in-class quizzes.

## Exams

I will administer four exams over the course of the semester. Exams will include simple objective questions (multiple-choice or fill-in-the-blank) and may include some brief written work. Each exam will be weighted equally. All will be comprehensive—covering material from readings, lectures, and primary source interpretation. Questions will address geography, chronology, identifications, events, and other issues deemed significant. A study guide will be provided in advance of each exam. The second and later exams will not be cumulative as such. However, everything you have learned in class will be valuable for future exams as part of the necessary background knowledge.

## Writing Assignments.

There will be four writing assignments in this class. Only your best three writing assignments will count toward your grade. All will ask you to respond to primary sources and connect them to what you have learned.

Prompts for writing assignments will be distributed ahead of time. Writing assignments must conform to the *Chicago Manual of Style* as described in *A Pocket Guide to Writing in History*.

# List of Topics and Readings

What follows is a brief summary of the material we will cover in this semester and associated readings.

This schedule is a plan for the semester. However, it is subject to change as I see fit. During the semester, I may need to change the dates of class discussions or of assignments. I may also eliminate some readings or add new ones as necessary.

I will announce all changes in class and through Canvas.

## Week 1

### W, 1/22: Introduction to Class

### F, 1/24: Introduction to Class, Part 2 Identifying Primary and Secondary Sources: The September 11 Attacks

* (Clancy-Smith & Smith [C-S&S], pp. 272-275: Osama Bin Laden, “World Islamic Front Statement.” February 23, 1998)
* CS&S, Image: p. 273. (See Also: Canvas E-Reserves)
* Canvas: E-Reserves: Cleveland & Bunton, “America’s Troubled Moment in the Middle East,” pp. 508-509

## Week 2

### M, 1/27: Issues for the Semester

* Gelvin, Preface.
* Gelvin, “Introduction,” 1-7.
* Gelvin, Part I, “The Advent of the Modern Age” (Introduction), 7-11
* Gelvin, ch. 1, “From Late Antiquity to the Dawn of a New Age,” 11-23

## W, 1/29: Getting to 1798

* Gelvin, ch. 2, “Gunpowder Empires,” 24-31

## F, 1/31: The Modern World System

* Gelvin, ch. 3, “The Middle East and the Modern World System,” 32-43.
* Gelvin, ch. 4, “War, Diplomacy, and the New Global Balance of Power,” 44-57.

## Week 3

## M, 2/3: A New Global Balance of Power

* Gelvin, ch. 4, “War, Diplomacy, and the New Global Balance of Power,” 44-57. (Review)
* Clancy-Smith & Smith, 22-29. Napoleon in Egypt

### W, 2/5: Catch-Up and Review

### F, 2/7: Exam 1

## Week 4

### M, 2/10: Defensive Developmentalism: Egypt

* Gelvin, Part II, “The Question of Modernity” (Introduction), 69-71.
* Gelvin, ch. 5, “Defensive Developmentalism,” 72-89
* Clancy-Smith & Smith  
  35. Report on abuse of Egyptian laborers  
  36 (sidebar); Cartoon from Punch. “the Lion’s Share,” 36  
  61-64. Introduction  
  66-67. al-Jabarti Criticizes Muhammad Ali  
  67-71(?). Diaries of Joseph Hekakyan

### W, 2/12: Defensive Developmentalism: The Ottoman Heartland

* Gelvin, ch. 5, “Defensive Developmentalism,” 72-89 (Review)
* Gelvin, Primary Source: The Gülhane Decree
* Gelvin, Primary Source: The Islihat Fermi

### F, 2/13: Defensive Developmentalism: Persia

* **Written Assignment #1 Due Friday, 2/13**
* Gelvin, ch. 5, “Defensive Developmentalism,” 72-89 (Review)
* Gelvin, Primary Source: The D’Arcy Concession)

## Week 5

### M, 2/17: Imperialism in Algeria

* Gelvin, ch. 6, “Imperialism,” 90-105.
* Clancy-Smith & Smith  
  29-32. Algeria: French colonization and Algerian Response  
  39-41. Jules Fery on French Imperialism

### W, 2/19: Imperialism in Egypt

* Gelvin, ch. 6, “Imperialism,” 90-105 (Review)
* Clancy-Smith & Smith  
  36-37. Gladstone  
  41-43. Lord Cromer  
  51-53. Diaries of Wilfred Scawen Blunt  
  53-54. Egyptian Nationalist Satire

### F, 2/21: Imperialism and Mount Lebanon

* Gelvin, ch. 6, “Imperialism,” 90-105 (Review).
* Additional Sources TBA

## Week 6

### M, 2/24. “The Great Transformation”

* Gelvin, ch. 7, “Wasif Jawhariyyeh and the Great Nineteenth-Century Transformation,” 106-116
* Gelvin, “Photo Essay: The Great Nineteenth-Century Transformation and Its Aftermath,” 117-139.
* Clancy-Smith & Smith  
  173-174. Going to the Movies  
  174-175. Going to the Movies (Albert Memmi, Tunisia)
* E-Reserves/Canvas:  
  Çavus, Ethem, "A Coal Miner's Life During the Late Ottoman Empire," edited by Donald Quataert and Yüksel Duman

### W, 2/26: “The Life of the Mind”

* Gelvin, ch. 8, “The Life of the Mind,” 140-150.
* Gelvin, ch. 9, “Secularism and Modernity,” 151-157
* Gelvin, Primary Source: Muhammad Abduh: The Theology of Unity, 179ff.
* Clancy-Smith & Smith  
  57. al-Afghani and Azoury  
  93-94. Egyptian Sketch by Abdullah al-Nadim (1881; repr. 1907)

### F, 2/28: “The Woman Question”

* Gelvin, ch. 8, “The Life of the Mind,” 140-150. (Review)
* PS: 177. Huda Shaarai: A New Mentor and Her Salon for Women
* Clancy-Smith & Smith  
  84-85. Aisha Taymur  
  85. Egyptian Satire (1895)  
  85-88. Qasim Amin  
  85. Photo: Abdulhamid collection (schoolgirls)88. Photo: Staged Portrait  
  88-93. Bahithat al-Badiya

## Week 7

### M, 3/2: Constitutionalism

* Gelvin, ch. 10, “Constitutionalism,” 158-165
* Gelvin, Primary Source: Namik Kemal: Extract from the Journal *Hürriyet*
* Gelvin, Primary Source:The Supplementary Fundamental Law of 7 October 1907
* Clancy-Smith & Smith  
  56-57. Agreement between Great Britain and Russia Regarding Iran.

### W, 3/4: Catch-Up and Review

### F, 3/6: Exam 2

## Week 8

### M, 3/9: World War I and the Middle East State System

* Gelvin, Part III (introduction), “World War I and the Middle East State System,” 189-192.
* Gelvin, ch. 11, “State-Building by Decree,” 193-204 (Levant and Mesopotamia)
* Clancy-Smith & Smith  
  113-116. Husayn-McMahon Correspondence  
  117. Sykes-Picot Agreement  
  119-120. Woodrow Wilson’s 14 Points  
  122-125. Feisal (Faysal)  
  133-135. T.E. Lawrence on the Rebellion in Iraq

### W, 3/11: Egypt and Saudi Arabia after World War I

* Gelvin, ch. 12, “State-Building by Revolution and Conquest,” 205-219 (Egypt, Turkey, Iran, Saudi Arabia)
* Clancy-Smith & Smith  
  127-130. Egyptian Protests  
  152-156. [Introduction]  
  170-173. Hassan al-Banna

### F, 3/13: Written Assignment #2 Due Friday, 3/13

## SPRING BREAK

## Week 9

### M, 3/23: Turkey and Iran after World War I

* Gelvin, ch. 12, “State-Building by Revolution and Conquest,” 205-219 (Egypt, Turkey, Iran, Saudi Arabia) (Review)
* Clancy-Smith & Smith  
  157-161. Reforms and Their Motivations: Turkey and Iran

### W, 3/25: The Invention and Spread of Nationalisms

* Gelvin, ch. 13, “The Invention and Spread of Nationalisms,” 220-229
* Clancy-Smith & Smith  
  161-164. “Living in Two Worlds”  
  164-166. KLM. Tourist Brochure for Egypt  
  166-168. Taha Hussein on Civilization

### F, 3/27: The Israeli-Palestinian Conflict: The Initial Confrontation

* Gelvin, ch. 14, “The Israeli-Palestinian Conflict,” 230-247 (Part 1: 1882-1948: The Initial Confrontation)
* Gelvin, Primary Source: Theodor Herzl: A Solution to the Jewish Question, 254ff.
* Clancy-Smith & Smith  
  43-44. Zionism: Its Origin and Objectives  
  118-119. Promises to Keep: Zionism  
  224-228. Arab-Israeli Conflicts: The 1967 War and the Lebanese Civil War  
  226-227, “Jerusalem the gold”  
  181-186. Palestine from World War I to 1948  
  186-194. The Palestinian Arab Response to the Churchill White paper  
  194-198. Iraqi Jews in the 1930’s and 1940’s  
  262-265. Israeli-Palestinian Negotiations and Protests

## Week 10

### M, 3/30: TBA/Catch-Up

### W, 4/1: Catch-Up and Review

### F, 4/3: Exam 3

## Week 11

### M, 4/6:The Contemporary Era

* Gelvin, Part IV, “The Contemporary Era (Introduction),” 259-269

### W, 4/8: Algeria: Decolonization and “Third-Worldism”

* Gelvin, 95-96 (review)
* Clancy-Smith & Smith  
  178-179. Ahed Ben Messaouli Hadj  
  180. Photo: Centenaire d’Algérie  
  216-218. FLN Declaration  
  218-220. Use of Torture in the Algerian War of Independence
* Film: *The Battle of Algiers*

### F, 4/10: The Arab-Israeli Conflict, 1948-1993

* Gelvin, ch. 14, “The Israeli-Palestinian Conflict,” 230-247 (Part 2: 1948-1993: The Arab-Israeli Conflict)  
  PS: Mahmud Darwish: Eleven Planets in the Last Andalusian Sky, 254-256
* Clancy-Smith & Smith  
  207-208. Right of Aliyah  
  208-209. Iraqi Jews  
  209-210. *Identity Card*  
  224-228. Arab-Israeli Conflicts: The 1967 War and the Lebanese Civil War  
  226-227, “Jerusalem the gold”  
  262-265: Israeli-Palestinian Negotiations and Protests
* Canvas/E-Reserves  
  [NPR Piece on Fairuz]

## Week 12

### M, 4/13: The Israeli-Palestinian Conflict, 1993-Present

* Gelvin, ch. 14, “The Israeli-Palestinian Conflict,” 230-247  
  Part 3: 1993-Present: Back to Fundamentals)
* Clancy-Smith and Smith  
  264-265: Likud Platform on Land  
  265-266: Hamas Platform

### W, 4/15: The Egyptian Autocratic State

* Gelvin, ch. 15, “the Autocratic State,” 270-287.
* Gelvin, Primary Source: Nasser, Speech Delivered on victory Day, 359-360
* Gelvin Primary Source: Zakaria Tamer: Tigers on the Tenth Day
* Clancy-Smith & Smith  
  211-212. Gamal Abdel Nasser  
  237. Umm Kulthuum, “Inta Umri”
* Canvas/E-Reserves  
  [Videos on the Suez Crisis, 1956]  
  [NPR piece on Umm Kulthuum]

### W, 4/17: The Autocratic State in Iraq and Syria

* Gelvin, ch. 15, “the Autocratic State,” 270-287 (Review)
* Clancy-Smith & Smith  
  268-272. Oral Histories with Iraqis Living in Exile

### F, 4/19: Oil and U.S. Policy in the Middle East, 1945-1989

* Gelvin, ch. 16, “Oil,” 288-300
* Gelvin, ch. 17, “The United States and the Middle East,” 300-316 (Part 1)
* Clancy-Smith & Smith,   
  198-201: U.S. & Saudi Arabia  
  212-213. Eisenhower Doctrine  
  213-214. Lebanon, 1958  
  214-216. The Mosaddeq Crisis

## Week 13

### M, 4/20: The United States and the Middle East after the Cold War: “Finding a New Beginning”

* Gelvin, ch. 17, “The United States and the Middle East,” 300-316
* Clancy-Smith & Smith  
  272-291. al-Qaida, 9/11, and the American Response: Prisoners, Refugees, and Human Rights

### W, 4/22: “Resistance” and the Iranian Revolution

* Gelvin, ch. 18, “Resistance,” 317-333
* Gelvin, Primary Source: Ali Shariati, “the Philosophy of History…”
* Gelvin, Primary Source: Ayatollah Khomeini: Islamic Government
* Clancy-Smith & Smith  
  235-237. America and Iran: The Shah and the Islamic Revolution  
  236. Photo: “Massive Demonstrations in Support of Ayatollah Khomeini…”
* Canvas: Video of U.S. invasion of Lebanon, 1958

### F, 4/24: “Resistance” and Islamic Resurgence Outside of Iran

* Gelvin, ch. 18, “Resistance,” 317-333 (Review)
* Clancy-Smith & Smith  
  233-235. Sayyid Qutb: Jahiliyyah and Islamic Liberation  
  278-283. Shirin Ebadi  
  297. Photo: “Muslim-Sponsored Health Care for the Poor. Cairo, c. 1995”

## Week 14

### M, 4/27: The Arab Uprisings

* Gelvin, ch. 19, “The Arab Uprisings,” 334-346  
  PS: “Statement of the April 6 Movement…”  
  PS: Yassir al-Mahawahly: ‘The International Monetary Fund”
* Clancy-Smith & Smith  
  292-299. Tunisia and Egypt Rebel: Dictatorships and Crony Capitalism  
  151. Photo. “Egypt: Woman Dragged Half-Naked through the Street.”  
  296 (sidebar): Egypt’s Crony Capitalism  
  296-298. “Memories of 1977” (*al-Ahram*, 2008)
* Canvas: Video of Yassir al-Mahawahly

### W, 4/29: Review/Catch Up

### F, 5/1: Exam #4: Gelvin, Part IV

## Week 15

### M: Where do We Go from Here?

* Gelvin, Conclusion, “The End of an Era?” 347-358
* Reading Response: Review of Gelvin’s conclusion

### W: Class does not meet.

### F: Class does not meet.

## Week 16/Finals Week

### Writing Assignment #3 Due Wed. 5/13

# Communication

### Office Hours

Please visit me in my office (463 CCC), especially if you have questions about the class. I hold regular office hours every week at times listed on the first page of the syllabus. At those times I am always available to students.

I am always happy to schedule an appointment outside my office hours, either in person, or through “virtual office hours” by phone or by electronic conferencing software.

### Discussion Boards.

I also encourage you to contact me on the Canvas Discussion Boards for any question that is not strictly personal. If you have a question, there’s a good chance several other students have it too! I check the Discussion Boards at least once a day, Monday through Friday. I will usually respond to any question within “one business day,” even if I do not have a definitive answer.

### Email.

Regularly check your university provided email account (e.g., [spointer@uwsp.edu](mailto:spointer@uwsp.edu)). This is the account I will use for any formal communication related to this class. As with the Discussion Boards, I will check my campus email account ([efrancis@uwsp.edu](mailto:efrancis@uwsp.edu)) at least once a day, Monday through Friday. While the Discussion Boards are the best place for most questions, email is a better medium for questions that apply only to you (e.g., requests for extensions). To preserve student privacy, I will not discuss grades over email, as a rule.

#### Email “Netiquette”

In addition to common courtesy, I ask that all students follow some basic principles of “netiquette” in email exchanges. I recommend these principles in all your academic emails.

* Briefly identify yourself. Give your name and mention the class you have with the professor. We professors receive numerous emails every day and may have hundreds of students. This makes it difficult to identify emails simply signed “Dave” or “Sally.”
* Always use appropriate terms of address. I prefer to be addressed as “Dr. Francis” or “Professor Francis.” I recommend you follow this pattern with your other professors, unless they tell you otherwise.
* Always include a relevant subject heading, such as a brief summary of your concern or even the course number or course name.

# Course Policies

Attend all class sessions. Do all assigned work yourself and do it on time. Give others credit for their work. Treat your classmates and me with the respect that you would like to receive. For further details, see the following policies (listed in alphabetical order):

### Academic Honesty.

I expect all students to uphold principles of academic honesty in this classroom. Students who commit any form of academic dishonesty in this class will be given a **"0" (zero)** gradefor the relevant assignment. Further penalties can range from a lowered grade in the class (up to and including failing the class) to suspension or expulsion from the University.

* Academic dishonesty includes (but is not limited to):
  + plagiarism “irrespective of intent to deceive” [[1]](#footnote-1)
  + cheating on exams
  + providing false information on official documentation (e.g., signing others in for attendance, or giving false excuses to make up work)
  + presenting the same piece of work for credit in two different classes without prior permission
* Review your rights and responsibilities as outlined on the web page for the Office of the Dean of Students: (<http://www.uwsp.edu/dos/>):
  + “Academic Integrity: A Guide for Students.” *UWSP Dean of Students*. <<http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>>
  + “Academic Misconduct” *UWSP Dean of Students*.  
    < <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>>
  + “Chapter UWSP 14: Student Academic Disciplinary Procedures.” *UWSP Dean of Students*.   
    < [https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf](https://www3.uwsp.edu/dos/Documents/UWS%2014-1.pdf)>

### Add/Drop Period

It is you responsibility to understand when you need to consider disenrolling from a course. Refer to the UWSP [Academic Calendar](http://www.uwsp.edu/regrec/Pages/calendars.aspx) for dates and deadlines for registration. Please note that these are the deadlines for all paperwork to be turned in. You may need signatures from different faculty or staff, and they may not all be waiting around for you on the very last day. Plan ahead!

By the same token, if you enroll in the course after the first day of classes, contact me to inform me that you have added the course. Even when you add a course late, you are responsible for all the material presented before you enrolled--just like the rest of the class.

### Attendance

As noted above, participation and professionalism will be a part of your grade. You cannot participate if you are not present. In accordance with university policy, I will grant excused absences when you must miss class due to illness, approved university activities (e.g., sports), military duty, duty as a first responder, religious obligation, or personal emergency.

I consider a “personal emergency” an immediate problem beyond your control, such as a death in the family or unsafe driving conditions. Please note that I will not consider a work conflict or a planned celebration (e.g., a family wedding) to be a personal emergency.

If you must miss class for any reason, please notify me as soon as possible.

See Also: **Late Work, Religious Beliefs, Equity of Educational Access**

### Equity of Educational Access

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.  If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (the University Library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). See also: **Religious Beliefs**

### Extensions

I am willing to discuss extending deadlines for individual students if the student approaches me beforehand. Such extensions will only be granted in cases where unusual circumstances prevent the student from completing the work on time. As a rule, I will only grant extensions after the fact under truly exceptional circumstances, such as a personal or family emergency. I may also assign an alternate makeup assignment for an assignment you missed. In all such cases, I may assess a penalty for completing the assignment after the rest of the class. See also: **Late Work, Religious Beliefs, Equity of Educational Access**

### Extra Credit

As a rule, I do not grant extra credit in my classes. I definitely do not create special extra credit assignments for individual students. Any extra credit assignment will be publicly offered to the entire class with plenty of time for students to participate.

### Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has completed two-thirds of all coursework. All incomplete course assignments must be completed within one semester.

### Late Work.

* Any work submitted after the deadline will be subject to a -5% penalty for each 24 hours (or portion thereof) it is late.
* No assignment may be submitted more than one week after the deadline.

See also: **Extensions**

### Missed Assignments.

Failure to complete an exam, writing assignment, or reading response will result in zero credit for that assignment. If you must miss an assignment for any reason, please notify me as soon as possible. I am much more likely to grant accommodations if I receive early notice. In accordance with University policies I will give you a reasonable amount of help in making up an exam you have missed under certain circumstances:

* Off-campus travel with an approved University group (e.g., athletic team, musical or dramatic organization, class activity).
* NOTE: If you are ill, do **not** come to class.  Get well, keep from infecting anybody else, and make up the work later.
* Religious holidays
* Personal or family emergency (e.g., family funeral, unsafe driving conditions, taking a relative to the hospital, called to duty for the military or for emergency services as police, firefighters, or rescue squad personnel).

See also: See: **Equity of Educational Access, Extensions, Late Work, Religious Beliefs**

### Religious Beliefs.

If you think you may need academic accommodations in this class due to your religious beliefs (for instance, if you cannot complete an assignment due to a religious holiday), please let me know **within the first three weeks of class**. I will work with all such students to provide reasonable accommodations for religious beliefs, in accordance with UWS 22.03.

1. University of Cambridge., "University-Wide Statement on Plagiarism," <http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html> (published June 2011, accessed January 19, 2014.) [↑](#footnote-ref-1)