

**Politics of the Middle East**  
**Widener University**  
**POLS 337**

**Location and Time:** Rm. 225A, Kapelski Learning Center, TR 12:30 PM- 1:45 PM

**Credit Hours:** 3

**Instructor:** Dr. Jeremy R. Backstrom

**Email:** jrbackstrom@widener.edu

**Office Hours:** TR 2:00 PM- 3:00 PM Rm. 337, Kapelski Learning Center

**Class Web:** Campus Cruiser/Canvas

**Required Materials:**

- ❖ Gasiorowski, Mark and Sean L. Yom. 2017. *The Government and Politics of the Middle East and North Africa, 8<sup>th</sup> edition*. Boulder, CO: Westview Press.

**Additional Reading Materials:**

\*\*\*Any additional reading materials will be available via pdf through the class website.

**Technology Requirements:**

- ❖ Internet access (free access available in campus computer labs)
- ❖ Basic use of a personal computer (word processing and internet research)
- ❖ Access to Widener University Campus Cruiser/ Canvas system

**Software Requirements:**

- ❖ Microsoft Office or Open Office (free alternative to MS Office)

**Course Catalog Description:**

An analysis of the Middle East (the Arabic-speaking countries, as well as Israel, Turkey, and Iran) and its role in world politics, focusing on the period since World War II. Attention is given to integrative and disintegrative forces within and among the Middle Eastern countries. Students also examine the Arab-Israeli impasse and the roots of terrorism in the Middle East. American relations with the Middle East are also stressed.

**Course Description:**

Since the inception of the modern political system in the Middle East and North Africa, the region has been fraught with dictatorships, interstate conflict, intrastate conflict, terrorism, and underdevelopment. While the Arab Spring and the Iraq War beginning in 2003 incited several changes, the crux of the Middle East and North Africa has largely remained unchanged. The purpose of this course is to enhance your understanding of non-European political systems specifically those systems within the Middle East and North Africa. This course will focus on a selection of Arab and non-Arab states (both Muslim and non-Muslim), their political systems, and the historical events that influenced the development of their respective nation-states. We will discuss the development of the modern Middle East and North Africa, the role of Islam in the Middle East, the Arab Spring and its aftereffects, the Israeli-Palestinian conflict, the range of Arab support for democracy, the past and current situation in Iraq, and the government and politics of

several Arab states (Egypt, Syria, Lebanon, Iraq, Saudi Arabia), an Arab territory (Palestine) as well as non-Arab states (Iran, Israel, and Turkey). While we will regularly discuss real world examples to illustrate important concepts in international relations, this course is not a current events course.

Moreover, while the comprehension of the material is important, the course focuses heavily on the development of writing and critical thinking skills. Critical thinking skills and the improvement of writing skills can be beneficial for the student in their political science courses, courses in other disciplines, and their advancement in future endeavors outside of academia.

### **Course Objectives:**

Upon completion of this course, students will be able to:

- ❖ Develop an understanding of the domestic politics and international relations of countries within the Middle East and North Africa.
- ❖ Gain an understanding of the background of Islam and analyze the role of Islam in contemporary Middle East politics.
- ❖ Develop an understanding of the causes, origins, and developments of the 2011 Arab Spring.
- ❖ Critique the current and future prospects for democracy in the countries of the Middle East and North Africa.
- ❖ Evaluate and critique seminal literature regarding various topics within the area of Middle East politics.
- ❖ Use political concepts noted in the textbook and the classroom to examine current real-world events.
- ❖ Improve your general critical thinking, research, and communication skills that can be applied to other courses and future endeavors.

### **Current Events:**

As this is a course in political science, I encourage you as students to become more cognizant of the world and daily events that arise concerning Middle East politics in general to include government, society, economy, human rights, terrorism, interstate conflict, and intrastate conflict. Therefore, I want you to read the newspaper headlines (New York Times, Washington Post, BBC, Philadelphia Inquirer, Al Jazeera, The Guardian etc.), watch the news on television, or read online news (local news or national news such as CNN, MSNBC, FoxNews, BBC, CSPAN). If you gain your information regarding politics and government from headlines for social media newsfeed/trending headlines, please ensure to follow up this headline in a major news resource. If time permits, we will devote time in each class to discussions concerning current events regarding these topics.

### **Communication and Email:**

As indicated above, you can contact me via email at [jrbackstrom@widener.edu](mailto:jrbackstrom@widener.edu). Please ensure that you address the email with the course number (POLS 337) and your last name in the "subject line" (Example: Backstrom- POLS 337). I request that you use proper English in your emails so I can understand your question/issue and offer you an answer or resolution to the issue. Proper English does not include the abbreviated version of words as those you would use in a text message/instant message/tweet. I will respond to your email in a timely manner, typically within 24 hours on the weekdays and 48 hours on the weekends. Please be aware that while this is my general and intended practice for responding to your e-mails, it is subject to the changes and interruptions of life. If you do not hear from me within 48 hours do not assume I got your message and please follow up. Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

Additionally, I will be available during my office hours on Tuesdays and Thursdays after our class from 2:00 PM - 3:00 PM. If this does not meet your needs, if you need to meet with me at a different time, or if you need to meet with me for a longer period of time, please email me and schedule an appointment to meet with me.

### **Attendance Policy:**

Regardless of course format, Widener University considers regular attendance, participation, and interaction with the instructor and other students to be essential components of successful learning in a Widener class. Courses are conducted for the benefit of students, and it is important that students attend regularly and participate in class activities, however attendance and participation are defined by the course instructor. The academic program takes priority over other obligations, whether sponsored by the college or not. The student is responsible for attending class and for work missed due to absence, and the faculty are not required to make special arrangement for student absences. The presence of a qualifying disability accommodation may allow some flexibility on attendance and due dates, but the essential academic integrity of course goals and student learning will be preserved. Good communication from the students to the faculty about any problems related to attendance and deadlines is crucial. See the Undergraduate Catalog for the full policy statement.

As adults, you are expected to attend every class. **Attendance is required and roll will be taken at every class.** In addition, you are expected to be in the classroom on time. If you continue to have a problem with being on time. If you continue to have a problem with being on time, you will be listed as absent for the day. Excessive absences or tardiness will count against you for your final grade. Each late arrival (1-10 minutes) will count as a tardy. If you are tardy twice, this will count as an absence. If you arrive late by 10 minutes or more, you will be marked as absent. If you depart early, you will also be marked as absent unless you discuss the necessity for an early departure with me before we begin class.

You have a total of three absences that you may use at your discretion. **At the fourth absence and each subsequent absence, your overall grade for the course will be reduced by one letter grade.** Additionally, it is *your responsibility* to obtain the notes for the missed class from one of your fellow students.

Finally, as a student in this course, you are expected to come into each class having read the required readings and be prepared to participate in the discussion. My lectures complement the readings and it will benefit you to take notes from my lectures in addition to reading the required chapters.

### **Additional Policies:**

Personal laptops or I-Pads may be used to take notes during the class; however, this is not an invitation to check your email, chat online, check the internet for topics outside of the classroom discussion; or any other activity that would disturb your attention and those around you from your class work. If caught engaging in one of these infractions, I will warn you only once. After this warning, you will not be allowed to use your laptop in the class.

Cell phones, I-Pods, or any other electronic communication device must be shut off or silenced during class. Similar to the policy regarding laptops, I will warn you only once. After this event, I will not tolerate any violation of this policy. You will be asked to leave the classroom for that day and be listed as absent for the class.

This is a course on Middle East politics and each of us has our own personal thoughts and opinions on the matter. As your instructor, I strongly encourage scholarly debate and discussion in the classroom. However, you must be respectful of your fellow students and their opinions. I will not tolerate any outbursts or demeaning (hateful, racist, sexist, homophobic, transphobic, obscene, anti-Semitic, anti-Muslim, and/or etc.) attacks/comments against your fellow students regarding their opinions or observations. If this does occur, I will consider it as a disturbance to the learning experience of the classroom, instruct you to leave for that day, and you will be listed as absent. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

### **Assignments and Grading:**

#### **Geography Exercise (This assignment is worth 10% of your grade):**

For this assignment, you will be given a take-home exercise consisting of 20 questions concerning various aspects of the geography of the Middle East and North Africa. I will provide you with the geography exercise on January 23, 2018 and the assignment is due on January 30, 2018. This exercise is worth 10% of your final grade.

#### **Pew Case Studies (4 case studies worth 10% each. This section is worth 40% of your grade):**

For each case study (4 total throughout the semester), you are required to read the case study, analyze the questions following the case study, and answer the series of questions in a short research paper form. It is imperative that you respond to the questions in a manner in which you would approach a research paper and answer each question. Discussion and due dates are noted in the Reading section of this syllabus. Each case study is worth 10 percent, totaling 40 percent for your final grade.

The following guidelines must be followed to fulfill the case study assignments for this course:

- 5-6 pages in length
- Must be typed/word processed
- Double spaced
- Times New Roman Script

- 1 inch margins
- No grammatical errors
- Only your name and title of the case study at the top of the paper
- Handed in on time at the beginning of class

**Final Examination/Paper: (The final examination/paper is worth 30% of your final grade.)**

During finals week, you will be required to take a final examination. This exam will focus on all of the materials covered during the semester. The final examination will be an open book, open notes take-home essay exam. In completing the exam, you are permitted to use any resource you need specifically books, papers, notes from class, or any outside academic resource. However, you are NOT permitted to consult with other students to complete the questions on the examination. If evidence of collaboration between students is determined, you will receive a “0” for the examination and an “F” for the course. You will be given a week to complete the examination. I will provide the examination to you one week prior to our scheduled final exam. This examination will be worth 30 percent of your final grade.

**Participation: 15% of your grade**

The course is designed to provide you with an introduction to the area of the politics of Middle East and North Africa. Moreover, we will read and critique various seminal works concentrating on these topics. Remember you are a scholar, not a student.

You are expected to complete the assigned readings prior to the designated date in accordance to the course calendar. In addition, this course will include days (days listed with **Journal Articles and Pew Case Study discussion**) that the course will resemble a seminar in which the instructor and the students will interact and discuss the assigned readings. Therefore, it is imperative for you to complete the assigned readings and be prepared to discuss the concepts and arguments during the following class. Furthermore, in order to prepare for the discussion, you should be able to identify the author’s arguments concerning the respective topic but also identify possible flaws/shortcomings of the arguments or questions concerning the theory presented.

Please note that if I observe that the discussion continues to linger without participation, if I am solely leading the discussion, or if there are only a few students participating, I will devise a weekly quiz that will allow me to determine whether you completed the assigned readings and if you understand the theories presented. If this situation arises, you will not be permitted to use the assigned readings or your notes from the readings to take the quizzes. Finally, if you miss the weekly quiz, there are no quiz make-ups.

**Weekly Thought Papers: 5% of your grade**

At the beginning of each class week (Tuesday), you are expected to write a thought paper regarding the assigned readings for the week or a particular discussion we had in the classroom during the week prior **ON THE WEEKS YOU DO NOT HAVE A CASE STUDY DUE DATE.** You can offer your thoughts, feelings, opinions, etc. regarding a particular topic that you found interesting, highly significant, or controversial. With a class this size and highly divisive topics such as politics and government, war and political violence, and other topics, we may not have the opportunity to address all viewpoints, opinions, or arguments. Therefore, this allows you to express

your feelings, thoughts, opinions, and arguments with me specifically and I can engage in dialogue with you concerning this. This is a method of continuing our classroom discussions outside of the actual classroom. The thought papers are not intended to be conducted in an academic research format and you do not need to include formal citations but rather reference the article(s) or book chapter if you discuss it. Moreover, please do not merely regurgitate the information provided in a lecture or reading. I know what the articles and book chapter argue... I want your criticism, praise, thoughts, feelings, and opinions regarding the readings or a discussion in class. You will receive full credit if you abide by the following formatting guidelines:

- 1 ½-2 pages in length
- Only your name at the top of the paper
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- The thought paper must explicitly address either: 1) an aspect/article of this week's reading or 2) a discussion we had in class.
- Handed in on time (Tuesday at the beginning of class)
- Hard copy (paper)

**Grading Rubric:**

**A:** 94-100%

**A-:** 91-93%

**B+:** 88-90%

**B:** 85-87%

**B-:** 81-84%

**C+:** 78-80%

**C:** 75-77%

**C-:** 71-74%

**D+:** 68-70%

**D:** 60-67%

**F:** 59% and below

**Late Work Policy:**

All assignments for this course are expected on or before the deadline as indicated on the assignment. As a reasonable person, I understand that uncontrollable personal circumstances may arise. Thus, I am willing to work with you through such issues should they arise and you must submit a late assignment. **If you need to submit a late assignment, you must contact me in advance of the deadline for my approval and for arrangements to be made concerning the assignment.** Written documentation will be required in order to confirm your request to submit a late assignment.

**Late homework assignments will be heavily penalized unless there are extenuating circumstances. There is a 10 point penalty per day for late homework assignments. This includes weekends and holidays.** If the assignment has not been submitted within 5 days, you will receive a "0" for the homework assignment.

## **Tentative Reading and Course Outline:**

\*\*\*Gasiorowski & Yom textbook= (G&Y)

\*\*\*Other readings supplied online= (PDF online)

\*\*\*NOTE: Due dates for thought papers and assignments are listed in **Bold** while important dates for Widener University related academic issues are listed in *Italics*.

### **Week 1:**

**Jan. 16:** Introduction to the course and discussion of the syllabus; Current state of Middle East politics

**Jan. 18:** Introduction to the Middle East and North Africa: “Introduction”: Chap. 1- Sean Yom, pgs. 1-43. (G&Y)

### **Week 2:**

**Jan. 23:** Introduction to the Middle East and North Africa: “Introduction”: Chap. 1- Sean Yom, pgs. 1-43. (G&Y)

**Jan. 23: Thought Paper due**

**Jan. 23:** *Last day for dropping and/or adding classes*

**Jan. 25:** Islam in the Middle East- **my notes**

### **Week 3:**

**Jan. 30:** Islam in the Middle East- **my notes**

**Jan. 30: Geography Exercise and Thought Paper due**

**Feb. 1:** The Arab Spring and its Consequences- **my notes**

### **Week 4:**

**Feb. 6:** The Arab Spring and its Consequences:

- ❖ Film: 60 Minutes- “Tunisia: The Spark that Launched the Uprisings”  
<https://www.youtube.com/watch?v=yl6Mt-hIDto>
- ❖ Film: BBC- “How Facebook Changed the World: The Arab Spring”- Episode 2 (Libya, Bahrain, and Syria) <https://www.youtube.com/watch?v=LDjCYBMxZAQ>

**Feb. 8:** Republic of Turkey: Chap. 7- Henri J. Barkey and Omer Taspinar, pgs. 203-232. (G&Y)

### **Week 5:**

**Feb. 13: Case Study due: (No Thought Paper due)**

*The Turkish Democratic Experiment: Integrating the Demands of Kemalism and Political Islam* (Deborah J. Gerner & Omur Yilmaz)

**Feb. 13:** Discussion of Pew case study 309: *The Turkish Democratic Experiment: Integrating the Demands of Kemalism and Political Islam* (Deborah J. Gerner & Omur Yilmaz)

**Feb. 15: Journal articles: Turkey**

- ❖ Danforth, Nicholas. 2008. "Ideology and Pragmatism in Turkish Foreign Policy: From Ataturk to the AKP," *Turkish Foreign Policy Quarterly* 7(3): 83-95. **(PDF online)**
- ❖ Esen, Berk and Sebnem Gumuscu. 2017. "Turkey: How the Coup Failed," *Journal of Democracy* 28(1): 59-73. **(PDF online)**
- ❖ Ozbudun, Ergun. 2014. "AKP at the Crossroads: Erdogan's Majoritarian Drift," *South European Society and Politics* 19(2): 155-167. **(PDF online)**
- ❖ Tezcur, Gunes Murat. 2010. "When Democratization Radicalizes: The Kurdish Nationalist Movement in Turkey," *Journal of Peace Research* 47(6): 775-789. **(PDF online)**

**Week 6:**

**Feb. 20:** Arab Republic of Egypt: Chap. 13- Joshua Stacher, pgs. 407-437. **(G&Y)**

**Feb. 20: Thought Paper due**

**Feb. 22:** Film: "The Square"- Netflix

**Week 7:**

**Feb. 27: Journal articles: Egypt**

- ❖ Abul-Magd, Zeinab. 2013. "The Egyptian military in politics and the economy: Recent history and current transition status," *CMI Insight. Egypt's Unwavering Path to Democratic Reform*. **(PDF online)**
- ❖ Aly, Abdel Monem Said. 2014. "Deciphering Abdel Fattah el-Sisi: President of Egypt's Third Republic," *Crown Center for Middle East Studies* 82: 1-8. **(PDF online)**
- ❖ Masoud, Tarek. "Egyptian Democracy: Smothered in the Cradle or Stillborn," *Brown Journal of World Affairs* 20(2). **(PDF online)**
- ❖ Snider, Erin A. and David M. Faris. 2011. "The Arab Spring: U.S. Democracy Promotion in Egypt," *Middle East Policy* 18(3): 49-62. **(PDF online)**

**Feb. 27: Thought Paper due**

**Mar. 1:** Kingdom of Saudi Arabia: Chap. Sebastian Maisel, pgs. 307-336. **(G&Y)**

**Week 8:**

**Mar. 6:** *Spring Break- No class*



**Mar. 8:** *Spring Break- No class*

**Week 9:**

**Mar. 13:** Islamic Republic of Iran: Chap. 9- Mark Gasiorowski, pgs. 271-306. **(G&Y)**

**Mar. 13: No Thought Paper due**

**Mar. 15: Case Study due:**

*The Fall of the Shah of Iran* (Gregory F. Treverton & James Klocke)

**Mar. 15:** Discussion of Pew case study 120: *The Fall of the Shah of Iran* (Gregory F. Treverton & James Klocke)

**Week 10:**

**Mar. 20: Journal articles: Iran**

- ❖ Alfoneh, Ali. 2011. "Mixed Response in Iran," *Middle East Quarterly* 35-39. **(PDF online)**
- ❖ Hen-Tov, Elliot and Nathan Gonzalez. 2011. "The Militarization of Post-Khomeini Iran: Praetorianism 2.0," *The Washington Quarterly* 34(1): 45-59. **(PDF online)**
- ❖ Sherrill, Clifton W. 2012. "Why Iran Wants the Bomb and What It Means for U.S. Policy," *Nonproliferation Review* 19(1): 31-49. **(PDF online)**
- ❖ Zarif, Mohammad Javad. 2014. "What Iran Really Wants: Iranian Foreign Policy in the Rouhani Era," *Foreign Affairs* 93: 49-60. **(PDF online)**

**Mar. 20: Thought Paper due**

**Mar. 22:** Syrian Arab Republic: Chap. 2- Thomas Pierret, pgs. 47-78. **(G&Y)**

**Week 11:**

**Mar. 27: Journal articles: Syria**

- ❖ Carpenter, Ted Galen. 2013. "Tangled Web: The Syrian Civil War and Its Implications," *Mediterranean Quarterly* 24(1): 1-11. **(PDF online)**
- ❖ Cronin, Audrey Kurth. 2015. "ISIS Is Not a Terrorist Group: Why Counterterrorism Won't Stop the Latest Jihadist Threat," *Foreign Affairs* 94: 87-96. **(PDF online)**
- ❖ Jenkins, Brian Michael. 2014. "The Dynamics of Syria's Civil War," *RAND Corporation* 1-23. **(PDF online)**
- ❖ Zisser, Eyal. 2005. "Bashar Al-Assad: In or Out of the New World Order?," *The Washington Quarterly* 28(3): 115-131. **(PDF online)**

**Mar. 27: Thought Paper due**

**Mar. 29:** Republic of Lebanon: Chap. 3- William Harris, pgs. 79-110. **(G&Y)**

**Week 12:**

**Apr. 3: Journal articles: Lebanon**

- ❖ Ghosn, Faten and Amal Khoury. 2011. "Lebanon After the Civil War: Peace or the Illusion of Peace?," *Middle East Journal* 65(3): 381-397. **(PDF online)**
- ❖ Hazbun, Waleed. 2016. "Assembling Security in a 'Weak State': The Contentious Politics of Plural Governance in Lebanon Since 2005," *Third World Quarterly* 37(6): 1053-1070. **(PDF online)**
- ❖ Rizkallah, Amanda. 2017. "The Paradox of Power-Sharing: Stability and Fragility in Postwar Lebanon," *Ethnic and Racial Studies* 1-19. **(PDF online)**

**Apr. 3: Thought Paper due**

**Apr. 4:** *Deadline for class withdrawal without academic penalty*

**Apr. 5:** State of Israel: Chap. 5- Mira Sucharov and Hamed Mousavi, pgs. 137-172. **(G&Y)**

**Week 13:**

**Apr. 10: Case Study due: (No Thought Paper due)**

*The Israel-P.L.O. Declaration of Principles* (Denis J. Sullivan)

**Apr. 10:** Discussion of Pew case study 212: *The Israel-P.L.O. Declaration of Principles* (Denis J. Sullivan)

**Apr. 12: Journal articles: Israel**

- ❖ Barak, Oren. 2005. "The Failure of the Israeli-Palestinian Peace Process, 1993-2000," *Journal of Peace Research* 42(6): 719-736. **(PDF online)**
- ❖ Bashir, Bashir. 2016. "The Strengths and Weaknesses of Integrative Solutions for the Israeli-Palestinian Conflict," *Middle East Journal* 70(4): 560-578. **(PDF online)**
- ❖ Scheindlin, Dahlia and Dov Waxman. 2016. "Confederalism: A Third Way for Israel-Palestine," *The Washington Quarterly* 39(1): 83-94. **(PDF online)**
- ❖ Yiftachel, Oren. 1999. "'Ethnocracy': The Politics of Judaizing Israel/Palestine," *Constellations* 6(3) 364-390. **(PDF online)**

**Week 14:**

**Apr. 17:** Palestine: Chap. 6- Glenn E. Robinson, pgs. 173-202. **(G&Y)**

**Apr. 17: Thought Paper due**

**Apr. 19: Journal articles: Palestine**

- ❖ Baumgarten, Helga. 2005. "The Three Faces/Phases of Palestinian Nationalism, 1948-2005," *Journal of Palestine Studies* 34(4): 25-48. **(PDF online)**
- ❖ Gunning, Jeroen. 2004. "Peace with Hamas? The Transforming Potential of Political Participation," *International Affairs* 80(2): 233-255. **(PDF online)**
- ❖ Pressman, Jeremy. 2003. "Visions in Collision: What Happened at Camp David and Taba?," *International Security* 28(2): 5-43. **(PDF online)**
- ❖ Ross, Dennis B. 2005. "Yasir Arafat," *Foreign Affairs* July/August 19-26. **(PDF online)**

**Week 15:**

**Apr. 24:** Film: "Palestine is still the issue"- Pilger (<http://johnpilger.com/videos/palestine-is-still-the-issue>)

**Apr. 24: Thought Paper due**

**Apr. 26:** Republic of Iraq: Chap. 8- Ariel Ahram, pgs. 235-270. (G&Y)

**Week 16:**

**May 1: Journal articles:** Arab Support for Democracy

- ❖ Diamond, Larry. 2010. "Why Are There No Arab Democracies?," *Journal of Democracy* 21(1): 93-104. (PDF online)
- ❖ Masoud, Tarek. 2015. "Has the Door Closed on Arab Democracy?," *Journal of Democracy* 26(1): 74-87. (PDF online)
- ❖ Tessler, Mark and Eleanor Gao. 2005. "Gauging Arab Support for Democracy," *Journal of Democracy* 16(3): 83-97. (PDF online)

**May 1: No Thought Paper due**

**May 3: Case Study due:**

*Democracy and Islam in Arab Politics* (Mark Tessler and Laurie Brand)

**May 3:** Discussion of Pew case study 215: *Democracy and Islam in Arab Politics* (Mark Tessler and Laurie Brand)

**May 4:** *Last day of classes*

**Week 17:**

**May 7- May 11:** *Final Exams (Final Exam Date TBD)*

**May 11:** *Last day of Spring semester*

**\*\*\*The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course.**

**Institutional Policies:**

**\*Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects your privacy by limiting access to your educational and personal records. Educational and personal information cannot be distributed or discussed with your parents or legal guardians or anyone else without a legitimate education interest without your

written permission. Educational and personal information includes your social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. Additional information and FERPA waivers (waiver of release of information forms) are available from the registrar or the Office of Student Affairs.

Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

**\*Overall Statement on Academic Support for Traditional Undergraduates:**

Students have academic support resources available to them at no charge. The Academic Support offers course-specific tutoring services, academic coaching services, writing services, and disabilities services. The Writing Center offers tutoring to assist with writing and reading support for any class. The Disability Services office provides impairment-related accommodations consistent with the ADA and its amendments. Academic Coaching offers services where students are paired with an Academic Coach, who can assist the student in various ways. For help or further information, contact the Writing Center at (610) 499-4332; the Disabilities Services at (610) 499-1266; and the Academic Coaching at (610) 499-1193.

**\*Academic Coaching Statement:**

Academic Coaching offers various resources to assist Widener students with their academic success that is tailored to the student's needs. Students have academic support resources available to them at no charge. Academic Coaching offers assistance on study skills, time management, test taking, academic planning, textbook reading, and note taking. Further information can be found at: <http://www.widener.edu/academics/support/coaching.aspx>. Academic Coaching can be reached at (610) 499-1193 or through Tim Cairy at [tjcairy@widener.edu](mailto:tjcairy@widener.edu).

**\*Tutoring Services Statement:**

Tutoring Services offers tutoring for students by trained Widener University students for introductory and upper level courses. Moreover, these services are offered to Widener students at no additional charge outside of your tuition. Further information can be found at: <http://www.widener.edu/academics/support/tutoring/>. Tutoring Services is located at 522 E. 14<sup>th</sup> Street in Pineapple House (9:00 AM- 5:00 PM Monday through Friday) or via email at: [tutoringservices@widener.edu](mailto:tutoringservices@widener.edu).

**\*Writing Center Statement for Regular/Day Courses:**

You are encouraged to visit the Writing Center early and often throughout the semester to help build a strong foundation for writing in this course and in all of your courses. The center's peer tutors and director will work with you at any stage of the writing process, from developing and organizing ideas to revising and editing drafts. Tutors are also available to discuss and practice approaches to managing the college reading workload and reading more effectively. The center is located on the first floor of the Old Main Annex and can be reached at (610) 499-4332. Appointments are strongly recommended to ensure availability particularly during midterms or the end of the semester.

**\*ADAA Statement on Services for Students with Disabilities:**

Consistent with the ADA and section 504 of the Rehabilitation Act, Widener University welcomes students with disabilities into the college's educational programs. If you need impairment-related academic adjustments in this course, please contact Anna Bachus, Director of Disability Services, by email at [apbachus@widener.edu](mailto:apbachus@widener.edu), by phone at (610) 499-1266, or at the office of Disability Services at 520 East 14<sup>th</sup> Street. It is important to make this request as soon as possible so that we will have time to make any necessary arrangements.

**\*Withdrawal:**

During the drop/add period as established by the registrar, students can drop or add classes at any time online. If a student cannot add a course online, the student will need to bring a Registration form signed by his or her advisor to Enrollment Services in Lipka Hall.

After the first six days, any student desiring to withdraw from a course must submit to the Enrollment Services a Registration form signed by his or her advisor and the instructor of the course. Any student who withdraws from the course after the first six days but before the last four weeks of the semester will be given a grade of "W" (Withdrawal). A "W" will not affect the student's cumulative average.

If a student drops a course during the last four weeks of the semester without the signed approval of the associate provost or stops attending a class at any time without officially withdrawing from the class through Enrollment Services, the student will receive a grade of "F" for the course.

**\*Harassment Policy:**

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status of veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of noncompliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Assistant Director for Employee Relations Grace Karmiol, One University Place, Chester, PA 19013; telephone: (610) 499-1301; email: [gckarmiol@widener.edu](mailto:gckarmiol@widener.edu).

**\*Academic Integrity Policy:**

Cheating, plagiarism, and other attempts to engage in academic fraud will not be tolerated in this class. A full definition of these concepts is available in the Standards for Academic Integrity in the Widener University *Undergraduate Catalog*.

Plagiarism is a particularly prevalent method of academic fraud. The *Undergraduate Catalog* states that “(p)lgiarism- submitting the work of others as one’s own- is a serious offense. In the academic world, plagiarism is theft. Information from sources- whether quoted, paraphrased, or summarized- must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient.”

“Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties.”

Also, “(s)tudents are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.”

For more information on Academic Integrity, see pages 22 and 23 of the *Undergraduate Catalog*.

Plagiarism/cheating in this course will result in an instant failure for the semester. This applies to any work submitted for the course, including, but not limited to, take home tests, tests, quizzes, and papers. Ignorance is not an acceptable excuse. If you have any questions on plagiarism, please contact me. You may also wish to consult the OWL Purdue Online Writing Lab website on plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>.

**\*General Statement:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.