

POLS 2525, International Politics of the Middle East, 3 Credits

Fall 2023, MWF 1:10-2:00, L302

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Office: Old Mill 504

Office Hours: MF 2:10-3:10, W, 2:10-4

General education or other requirements satisfied: D2

The Middle East has repeatedly dominated the attention of world leaders and societies since the end of World War II. From the 1956 Suez Crisis to the 1979 Iranian Revolution to the “Arab Spring” beginning in 2011, many events in the Middle East quickly cease to be regional incidents and command worldwide interest. And while the United States has been involved in the Middle East since before World War II ended, after the 9/11 attacks many in the country began to pay increased attention to the region and its politics.

Despite the importance of the region and the attention it receives, many current discussions do not grasp the complexity of Middle Eastern politics. Monarchies that claim ties to the Prophet Muhammad interact with revolutionary regimes and Islamic republics. Transnational Islamic movements press for closer adherence to Islamic beliefs, while reformists connect via social media to call on greater respect for human rights. Persistent authoritarianism, political Islam, and immense oil and natural gas wealth all seem to define Middle Eastern politics at one point or another. And the series of protests and conflicts beginning in 2011—popularly known as the Arab Spring—promised to transform the region.

This class is intended to give you a better understanding of the Middle East, with a particular focus on its international politics since World War II. The course will cover the politics of specific countries, as well as events and issues that cut across national boundaries. Each session will cover one of these topics and connect the academic readings and discussion with current events when appropriate. The course is organized as a lecture, although there will be ample opportunity for questions and discussions in each session.

The course proceeds in three units. Unit I is an introduction to the Middle East. Unit II is a series of case studies on countries in the region. Finally, Unit III covers cross-cutting events and issues like the role of social media, regional rivalries and an extended discussion of the Arab Spring.

Course goals and objectives include:

1. Understanding the dynamics of post-World War II Middle East politics.
2. Critically assessing explanations for aspects of the Middle East including democratization and conflict.
3. Gaining the ability to analyze current international events in the Middle East through the course’s materials and discussions.

Class Sessions: Each class session will be a lecture with time set aside for discussion. Please review the discussion sessions I post on Brightspace before each session, and come to class

having read the readings and prepared to discuss them. For some sessions, I have marked a reading as “in-class discussion;” this means we will be specifically discussing that reading in class. There are a few organized debates: I will provide instructions for those closer to the session. I also set aside time for a general international relations current events discussion, to discuss issues in the news. Feel free to bring in issues of interest to discuss with the class.

Assignments:

The grade for this course is based on participation and attendance, two in-class exams, two short essays, a take-home final, and a longer paper.

Geography Exam: There will be one exam on Middle East geography. It will include a map to fill in, as well as questions on regional geography. The exam will be in person, with closed books and closed notes.

Unit 1 Essay: What’s going on with the Middle East?

This assignment will help you develop your own perspective on the broad approaches to the study of the Middle East. Edward Said and Bernard Lewis had very different views about the Middle East and how to understand it, as represented in the below quotes. Which of their approaches do you agree with more, and why? Discuss these specific quotes, and reference the readings from which they are drawn as well as other relevant readings from Unit 1.

Quote 1: “If the peoples of the Middle East continue on their present path, the suicide bomber may well become a metaphor for the whole region, and there will be no escape from a downward spiral of hate and spite, rage and self-pity, poverty and oppression.”

-Lewis, *What went wrong?*, “Conclusion,” 159

Quote 2: “My objection to what I have called Orientalism is...that as a system of thought Orientalism approaches a heterogeneous, dynamic and complex human reality from an uncritically essentialist standpoint; this suggests both an enduring Oriental reality and an opposing but not less enduring Western essence, which observes the Orient from afar and from, so to speak, above. This false position hides historical change. Even more important, from my standpoint, it hides the *interests* of the Orientalist [which] can never unilaterally be detached from the general imperial context.”

-Said, *Orientalism*, “Afterword,” 333

This must be a formal essay, with a clear introduction and conclusion and your own original argument. If you argue that there are “several ways to answer this” it will not be effective. Have a clear, direct argument. The paper must be 3-5 pages, Times New Roman size 12 font, double-spaced. Any references should be cited with author-date in-text citation.

Mid-term:

The mid-term will involve an essay covering Unit 2. I will provide you several prompts covering Unit 2 before the class in which we will take the mid-term, and select three of those for the mid-term. You must answer one of them in class. This will be open book and open note. You can

reference sources from class, but this is primarily intended to be your own thoughts rather than a research paper. You will be graded on accuracy of information and originality of thought.

Research Paper:

For the primary writing assignment of this course come up with a question about the Middle East, research scholarly literature debating the question, and develop your own original explanation or answer for the question. Write a 15-20 page paper with a clear introduction and conclusion that summarizes the scholarly debates, presents your argument, and addresses alternative explanations.

This is a multi-part assignment, intended to help you develop the paper throughout the semester:

Part 1: Office Hour discussion: Come talk to me during office hours about your idea for your paper. This can be just a basic idea. You can also talk to me after the end of the geography quiz, as there should be time in that class. If you change your idea throughout the semester you must come talk with me again.

Part 2: The Abstract: Write a one paragraph summary of your paper's topic, question, and how you will answer it. Be sure to clarify whether this is a literature review or a research paper.

Part 3: The Outline and Annotated Bibliography: Write an outline that highlights the structure and content of your paper. Additionally, write an annotated bibliography. You must also include at least five sources for your paper, with a brief annotation concerning how you will use them. I will grade this part based on formatting and its ability to clearly explain what you will write about and how you will do this.

Part 4: The Final Paper: This is the final 15-20 page paper. It must include a works cited page. I will grade this based on formatting, clarity of thought, and originality of your argument.

Final:

The final will be one essay based on a set of cumulative prompts I will provide. You must take it during the assigned final period. You will write the essay in BrightSpace, however, so you do not have to be in the classroom to take it. It is open book and note. You are encouraged to reference class readings relevant to your essay, but will not need to conduct any outside research.

Policy debate:

There is an optional policy simulation that will count as extra credit. We will use CFR's Model Diplomacy software to run a simulation of a crisis. Each student participating will have a role in the US National Security Council. They will receive background on the crisis and a preferred policy they want the President to adopt. Each student will write a memo making the case for their

position (using information on the CFR site) and make their class in class. We will then vote on which policy to adopt at the end of the simulation. You receive 1 point for writing a memo and participating in the debate; 2 points for writing the memo and driving the conversation; and 3 points if you write the memo, drive the conversation and your policy is adopted. It will be on 11/17, and you must sign up by 10/13.

Participation and Attendance:

Participation and attendance are essential to succeed in this course. I strongly recommend you attend each class. However, I will not be taking attendance. But you still must participate. Come to class having done the readings and prepared to raise questions and respond to questions or commentary from me or your fellow students.

Participation in a class this size can be difficult, so there are various ways you can do this:

- Ask questions during lectures about course materials
- Answers questions I ask during lectures
- Raise thoughts you have on the readings (interesting reading, didn't agree with the author's argument, etc.)
- Come to office hours and discuss course materials (coming to discuss your assignments and grades do not count as participation)

There will be a few in-class organized debates on the material. These will count towards participation. I will provide more details as we get closer to these sessions.

I will set up discussion boards on Brightspace, which we can use to discuss readings and questions for each session. Activity on these discussion boards will count towards your participation grade, but cannot replace the other types of participation I discussed above. Please engage only in civil discussion.

Disrupting class by failing to follow the below classroom policies will detract from your participation and attendance grade.

Assignment Due-Dates:

Geography Quiz: 9/11

Essay 1: 9/22

Mid-term: 10/16

Writing Assignment:

Office hour discussion: Before 10/6

Abstract: 10/6

Outline: 10/30

Complete Paper: 11/27

Final: 12/11

Grading Breakdown:

Final: 18%

Geography Exam: 10%

Essay 1: 15%

Mid-term: 17%

Writing assignment: 20% (1% for office hour discussion, 2% for abstract, 2% for outline, 15% for the final version)

Participation: 20%

Grading Scale

The following scale will be used in the calculation of grades. I will provide a numeric score for each assignment; please hold onto these so you can track your progress throughout the semester. I am happy to discuss the current status of your grades with you in office hours.

	A	B	C	D	F
+	100-98	89-88	79-78	69-68	59 or below
	97-94	87-84	77-74	66-64	
-	93-90	83-80	73-70	63-60	
<i>Description</i>	Excellent work.	Good work. Complete and on time with no errors but no extra efforts to demonstrate understanding of material	Average work. Complete and on time with minimal errors but not a comprehensive response to assignment	Inadequate work or moderately incomplete work	Extensively incomplete or inadequate work

A note on the gradebook in Brightspace: I will be entering grades for assignments in Brightspace instead of handing paper copies back to you. However, I weight final grades according to the above formula, and Brightspace will not do that automatically. I will discuss your current status in the course with you if you want; do not use whatever total Brightspace gives you as it won't be accurate.

Texts:

There are three assigned texts for this course. There will be additional readings made available via Brightspace (I included URLs for online readings for your convenience). These texts will give you background on the topic of each course session, and will also present a variety of viewpoints on the topic to provoke classroom discussion.

Marc Lynch, Jillian Schwedler, and Sean Yom, *The Political Science of the Middle East*, New York: Oxford University Press, 2022

Beverly Milton-Edwards, *Contemporary Politics of the Middle East*, 4th ed. Polity: Cambridge, 2018

Peter Mansfield and Nicolas Pelham, *A History of the Middle East*, 5th ed., Penguin: New York, 2019

Note: You are welcome to buy earlier editions of the books if available. However, you are responsible for all readings and the pages may not match up.

Readings and Sessions

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
M, 8-28	The International Politics of the Middle East	Lynch et al, Chapter 1
Unit 1: Studying the Middle East		
W, 8-30	The history and geography of the Middle East (in 50 minutes)	Skim Milton-Edwards, Chapters 1 and 2 Skim Mansfield and Pelham, Chapters 1 through 8 (these are just for background, and if interested in earlier history) Milton-Edwards, Introduction Lewis, "Jihad vs. Crusade"
F, 9-1	Approaches to the Middle East 1: Orientalism and anti-Orientalism	Lewis, "Conclusion," from What Went Wrong? Said, "Afterword," from Orientalism Halliday, "Orientalism and its critics" Review "Orientalism-The enduring debate" from Milton-Edwards, Introduction
M, 9-4 Holiday		
W, 9-6	Approaches to the Middle East 2: Imperialism, Oil and Islam	Gellner, "Religious Fundamentalism," from Postmodernism, Reason and Religion Diamond, "Why are there no Arab democracies?" Wright, "How the curse of Sykes-Picot still haunts the Middle East"
Unit 2: Case Studies		
F, 9-8	The Six-Day War/June War	Mansfield and Pelham, 307-312 Oren, "Aftershocks," from Six Days of War Bar'el, "Israel's Victory in Six-Day War Perplexes Arab Intellectuals to this Day"
M, 9-11	Geography quiz	
W, 9-13	Egypt	Milton-Edwards, Chapter 3: Case Study: Egypt, Mansfield and Pelham, 197-203, 213-221, 255-261, 270-280, 286-292, 294-302, 313-314, 328-338 ElGendy, "The Charade of Egypt's National Dialogue" Gramer and Detsch, "Congress, Biden Duke it out"

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
F, 9-15	Jordan	<p>Milton-Edwards: Chapter 6: Case Study: Jordan</p> <p>Mansfield and Pelham, 203-207, 230-238, 269-270</p> <p>Wilson, King Abdullah, Britain and the Making of Jordan selection</p> <p>Karni, "Biden praises Jordan's King Abdullah"</p> <p>Eglash, "Why Jordan is not embracing the Abraham Accords"</p> <p>https://jewishinsider.com/2023/01/jordan-israel-peace-abraham-accords-netanyahu-king-abd</p>
M, 9-18	Syria	<p>Milton-Edwards, Chapter 8: "All the President's Men"</p> <p>Mansfield and Pelham, 203-207, 225-230, 253-255, 294-300, 532-534</p> <p>Yacoubian, "Assad is here to stay"</p> <p>Heydemann, "Successful Authoritarianism?" from Authoritarianism in Syria</p>
W, 9-20	Iraq	<p>Milton-Edwards, Chapter 4: Case Study: Iraq, Chapter 8: Case Study: Fear on a Mountain</p> <p>Mansfield and Pelham, 203-207, 222-225, 323-325, 377-381, 383-395, 438-451, 463-465, 530-532</p> <p>Bazzi, "The revenge of Moqtada al-Sadr"</p>
F, 9-22	Saudi Arabia	<p>Milton-Edwards, Chapter 3: Case Study: Saudi Arabia</p> <p>Mansfield and Pelham, 207-213, 292-293, 305-306, 312, 316, 322-323, 521-530</p> <p>Benjamin, "Not his father's Saudi Arabia"</p> <p>Friedman, "Saudi Arabia's Arab Spring"</p> <p>Young, "How MbS sees the world"</p>
M, 9-25	UAE and Qatar	<p>Mansfield and Pelham, 523-530</p> <p>Davidson, The United Arab Emirates: A Study in Survival, selection</p> <p>Hassan, "Qatar won the Saudi blockade"</p> <p>Economist, "The strong, silent type"</p> <p>Al-Otaiba, "A Vision for a Moderate Muslim world,"</p> <p>Gause, "Understanding the Gulf States,"</p>

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
W, 9-27	Iran	Milton-Edwards, Chapter 5: Case Study: The Islamic Republic of Iran Mansfield and Pelham, 238-241, 280-282, 367-376, 482-485 Tabaar, "Institutionalizing Velayat-e Faqih" Alinejad, "The beginning of the end of the Islamic republic"
F, 9-29	Turkey	Milton-Edwards, Chapter 7: Case Study: Turkey Mansfield and Pelham, 189-197, Fuller, The New Turkish Republic, selections Cagaptay, "The Battle for Turkey's Soul," http://www.cagaptay.com/5583/the-battle-for-turkeys-soul Aydintasbas, "Turkey will not return to the Western fold"
M, 10-2	Israel-Palestine	Milton-Edwards, Chapter 5: Palestinian Islamists, Chapter 8: Lost within the Jewish state Mansfield and Pelham, 203-207, 230-238, 261-268, 313, 342-362, 395-413, 465-473 Kershner and Kingsley, "What's next for Israel's judicial overhaul" Kershner and Boxerman, "Rockets launched from Gaza"
W, 10-4	Algeria	Mansfield and Pelham, 413-415 McDougall, <i>A history of Algeria</i> (parts 1 and 2) Kepel, <i>Jihad: The Trail of Political Islam</i> , selection McDougall, "The fall of Abdelaziz Bouteflika" Meheut, "An activist's flight"
F, 10-6	The Arab Spring	<i>Milton-Edwards, Chapter 10</i> Mansfield and Pelham, Chapters 15 and 16 Anderson, "The unsexy reason why the Arab Spring failed" https://www.vox.com/2016/1/27/10845114/arab-spring-failure Yee, "Arab League votes to reinstate Syria"
M, 10-9	Session Wrap-up: Was the Arab Spring a good thing?	
W, 10-11	Watch Part 1 of <i>Tickling Giants</i> in class	
F, 10-13	NO CLASS (Fall recess)	

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
Unit 2: Cross-cutting issues		
<i>Unit 2.1: Institutions, Economics and Conflict</i>		
M, 10-16	In-class mid-term	
W, 10-18	Democracy and authoritarianism	<p>Milton-Edwards, Chapter 6 except “Islamism and Democracy” and case studies Lynch et al, Chapter 2 Mansfield and Pelham, 473-481</p> <p>Friedman, "Did Dubai Do it?"</p> <p>Bellin, "The Robustness of Authoritarianism in the Middle East"</p>
F, 10-20	NO CLASS (Professor at conference)	
M, 10-23	NO CLASS (Professor at Conference)	Watch part 2 of <i>Tickling Giants</i> on your own time
W, 10-25	Political reform efforts	<p>Milton-Edwards, Chapter 6-“Islamism and Democracy” and case studies Lynch et al, Chapter 3 Mansfield and Pelham, 412-419</p> <p>Al-Rasheed, "Saudi Arabia's Modern Islamists,"</p> <p>Tessler, Jamal and Robbins, “New findings on Arabs and democracy,”</p>
F, 10-27	Interstate conflict	<p>Milton-Edwards, Chapter 4, except “Killing dreams,” “Sectarian politics,” and case studies Lynch et al, Chapter 4, except “Global politics and the Middle East” and “Whose Middle East”</p> <p>Solingen, “Pax Asiatic versus Bella Levantica”</p> <p>Economist, “The Gulf’s boundless ambition”</p>
M, 10-30	Economic development	<p>Milton-Edwards, Chapter 3 Lynch et al, Chapter 6 Mansfield and Pelham, 419-423, 534-538 Yahya, “The Middle East’s lost decades” Economist, “After years of talks”</p>
W, 11-1	<i>The state and the military</i>	<p>Lynch et al, Chapter 5</p> <p>Anderson, “The State in the Middle East”</p> <p>Wright, “Imagining a remapped Middle East,”</p> <p>Review Milton-Edwards, “State types: Making sense of multiplicity” in Introduction</p>

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
		<p>“UAE-US militaries launch joint training exercise,” https://www.middleeastmonitor.com/20230524-uae-us-armies-launch-joint-military-tr</p>
F, 11-3	Terrorism	<p>Milton-Edwards, Chapter 4: Case Study: Al-Qaeda Chapter 5: Case Study: ISIS Mansfield and Pelham, 431-437, 454-463 Hoffman, "The Internationalization of Terrorism," from Inside Terrorism Byman, “Understanding the Islamic State”</p>
M, 11-6	Nuclear proliferation	<p>Sagan, “Three Models in search of a bomb” (skim for main arguments) Solingen, <i>Nuclear Logics</i> (selection) Albalawi, “Why a WMD-free zone in the Middle East is more needed Than ever,” https://thebulletin.org/2023/04/why-a-wmd-free-zone-in-the-middle-east Robinson, “What is the Iran nuclear deal?” https://www.cfr.org/backgrounder/what-iran-nuclear-deal Harman, “The specter of a nuclear arms race in the Middle East,” https://thehill.com/opinion/international/593718-the-specter-of-a-nuclear-arms-race-</p>
W, 11-8	The Middle East and Great powers	<p>Milton-Edwards: Chapter 9 Lynch, Schwedler and Yom, Chapter 4, “Global Politics and the Middle East” Review Mansfield and Pelham chapters 11 and 13 Cook, “Russia is in the Middle East to stay,” https://www.cfr.org/blog/russia-middle-east-stay Sullivan, “Elizabeth Warren: It is right to get our troops out of Syria,” https://www.cnn.com/2019/01/02/politics/elizabeth-warren-troops-syria/index.html</p>
F, 11-10	The Israel-Palestine Peace Process	<p>Milton-Edwards, Chapter 4: “Killing Dreams,” “Case Study: Egypt and Israel” Mansfield and Pelham, 338-342, 400-413 Various, “Can the two-state solution be saved?” Barnett, Brown, Lynch and Telhami, “Israel’s one-state reality”</p>
<i>Unit 2.2: Human Security and Identity</i>		
M, 11-13	<i>Oil</i>	<p>Milton-Edwards, Chapter 3 (review sections on oil) Mansfield and Pelham, 241-246, 318-321, 326-328 Yergin, “Prologue,” “OPEC’s Imperium,” from The Prize Colgan, “Saudi Arabia hinted at a Saudi oil embargo”</p>

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
W, 11-15	Gender	<p>Milton-Edwards, Chapter 7 Mansfield and Pelham, 538-543</p> <p>Fish, "Islam and authoritarianism," introduction, 24-33</p> <p>el-Tahawy, "Why do they hate us,"</p> <p>Errazzouki, "Dear Mona el-Tahawy, you do not represent us"</p>
F, 11-17	POLICY DEBATE	
M, 11-20	NO CLASS (Thanksgiving)	
W, 11-22	NO CLASS (Thanksgiving)	
F, 11-24	NO CLASS (Thanksgiving)	
M, 11-27	Islamism	<p>Milton-Edwards, Chapter 5 Lynch et al, Chapter 7 Mansfield and Pelham, 423-431</p> <p>Brumberg, "Islam is not the solution"</p>
W, 11-29	Mass media/social media	<p>Mansfield and Pelham, 453-454</p> <p>Malkezadeh, "How Iranians' use of an app is changing politics,"</p> <p>Ismail, "Arab Revolution, Social Media Hype and al-Jazeera," http://www.huffingtonpost.com/nehad-ismail/arab-revolution-social-me_b_1032505.h</p> <p>Lynch, "After Egypt"</p> <p>Seib, "The resignation of Wadah Khanfar"</p>
F, 12-1	Minorities and Refugees	<p>Milton-Edwards, Chapter 8 Lynch et al, Chapter 8, 10 Mansfield and Pelham, 451-453, 543-546</p> <p>Katulis, Deleon and Craig, "The plight of Christians in the Middle East"</p> <p>Abdulrahim and Saad, "As Assad's isolation lifts"</p>
M, 12-4	Session Wrap-up: Is the Middle East exceptional?	

<i>Date</i>	<i>Topics/Activities</i>	<i>Readings/Preparation</i>
W, 12-6	Final debate: Is Middle East Studies useful?	Lynch et al, Chapter 12 Gause, "Why Middle East Studies missed the Arab Spring" Kramer, <i>Ivory towers made of sand</i>
F, 12-8	Conclusion	Review readings from Introduction
M, 12-11	Final exam, 1:30-4:15	

Policies:

Syllabus:

You must familiarize yourself with the syllabus before the semester begins. I may adjust readings, but I will not be changing any of the assignments, requirements, or grading procedures. I will also not be allowing any exams to be taken outside of the specified time (except for emergency reasons). By registering in the course you are agreeing to follow the syllabus.

Grade Changes:

I do not change grades, unless I have made a mathematical error. If you want to discuss your grades with me, you must come to office hours.

Assignment Policies:

I will grade papers according to format, clarity of argument, understanding of the topic, originality of arguments, and proofreading. I will hand out a grading rubric for each assignment and a completed grading rubric with the graded paper.

All written assignment should be written in 12 point, Times New Roman Font, with double spacing and one inch margins. All citations must be in text, author-date style, with a bibliography containing complete information. The specific style does not matter, as long as you are consistent; see this webpage for more information:

https://library.uvm.edu/research/citations_style_guides_and_information_management.

Spelling and grammar count towards the grade. All papers should include a clearly written introduction paragraph that sets up and summarizes your argument, as well as a conclusion paragraph that clarifies your argument and discusses why it is important. Papers that go beyond the length limit or deviate from the formatting requirements will be penalized.

All written assignments are due electronically at the beginning of the class in which they are assigned. If an assignment is not turned in at the beginning of the class in which it is assigned, or it is not uploaded as a Word or PDF, you will be penalized 1/3 letter grade if you turn it in by 5PM that day. If you still have not turned it in, you will be penalized 1 additional letter grade for each 24 hours it is late. It is your responsibility to ensure I receive your paper.

All in-class assignments (quizzes, mid-term and final) must be taken in the course session in which they are assigned unless I receive an official excuse beforehand. Failure to do so will result in a 0 for the assignment. If you have University-approved accommodations to take the exam elsewhere, you need to arrange that with the Student Accessibility Services office.

All written assignments, including the mid-term and final, must be written *by you*. The use of an AI program to write your essay will constitute cheating.

Extensions and Make-ups:

Every student gets one extension *or* exam make-up (for use with the geography exam or mid-term). For both you must inform me in writing before the exam/assignment is due. The extension

will be two days. The make-up will take place at a set date later in the semester, which I will set. This will be the only extension or make-up I will allow for the course.

Classroom Protocol:

The Department of Political Science classroom protocol-

- Students are expected to attend and be prepared for ALL regularly scheduled classes.
- Students are expected to arrive on time and stay in class until the class period ends. If a student knows in advance that they will need to leave early, they should notify the instructor before the class period begins.
- Students are expected to treat faculty and fellow students with respect. For example, students *must not disrupt class by leaving and reentering during class*, must not distract class by making noise, and must be attentive to comments being made by the instructors and by peers.

FAILURE TO FOLLOW THIS CLASSROOM PROTOCOL WILL RESULT IN A LOWERED PARTICIPATION AND ATTENDANCE GRADE.

No audio or video recording of lectures or classroom discussion is allowed without the Professor's permission.

Absences due to obligations for UVM organizations or sports teams or religious holidays require advance notice.

For students who have disabilities or medical conditions, please communicate with me about any accommodations you require before making use of them. More information on the various resources available for students with disabilities is available at the university's office of disability services, ACCESS (<http://www.uvm.edu/access/>).

Laptops are allowed in class for *note-taking and review of readings only*. Any other use of a laptop will count against your participation grade. All phones must be turned off; any use of a phone in class will count against your participation grade.

Email and office hours:

I will make every effort to stay in contact with you as needed throughout the semester.

You can come to my office at any time during listed office hours; if you would prefer to make an appointment during my office hours, I will happily do that. I may be available to meet at other times outside of office hours; please email me or talk to me after class to set up a meeting.

I will also make use of BrightSpace to post announcements. BrightSpace announcements are not automatically emailed like Blackboard announcements; you will need to set your notification. Here is a link on how to do this: <https://www.uvm.edu/it/kb/article/brightspace-for-students/#managing-brightspace-notifications>

I will answer emails during office hours, and cannot guarantee a quick response outside those times. Be sure to look through the syllabus and BrightSpace announcements for answers to your questions.