



Political Science

University of Colorado at Boulder

"Let me tell you something that we Israelis have against Moses. He took us 40 years through the desert in order to bring us to the one spot in the Middle East that has no oil!"
-Israeli PM Golda Meir



PSCI 4242/Middle East Politics

Spring 2022

الإساذ: كريكوركي يونغ

Instructor: Dr. Gregory D. Young

Email: gyoung@colorado.edu (Primary contact method)

Course Time and Location

Tuesdays & Thursdays:
2:00-3:15pm Synchronous REMOTE via
Zoom only for first two weeks.
After that in person in **Fleming 157**

Professor's Office & Hours

Ketchum 212
Tuesdays & Thursdays:
12:30-1:45pm or Wednesdays by appt. on
Zoom

Teaching Assistant: Jordan Noelle Hale

Email: jordan.hale@colorado.edu
Office Hours: Tuesdays 1:00-2:00pm or Wednesday 3:00-4:00 by appt. on Zoom
Office: **Ketchum 321**

COURSE LINKS

- [POD Assignments, Current Event Schedule and Reading Summary Schedule](#)
- [Link to Pod Reading Summaries](#)
- [Middle East Reading List](#)
- [Link to Midterm Study Guide](#)
- [Midterm Grading Statistical Summary](#)
- [Five Point Midterm Answers for the Terms](#)
- [Link to Weekly Thought Questions](#)
- [Link to Final Exam Study Guide](#)
- [Link to Power Points](#)
- **Direct URL to this syllabus:**
http://spot.colorado.edu/~gyoung/home/4242/4242_syl.htm

COURSE OBJECTIVES AND DESCRIPTION

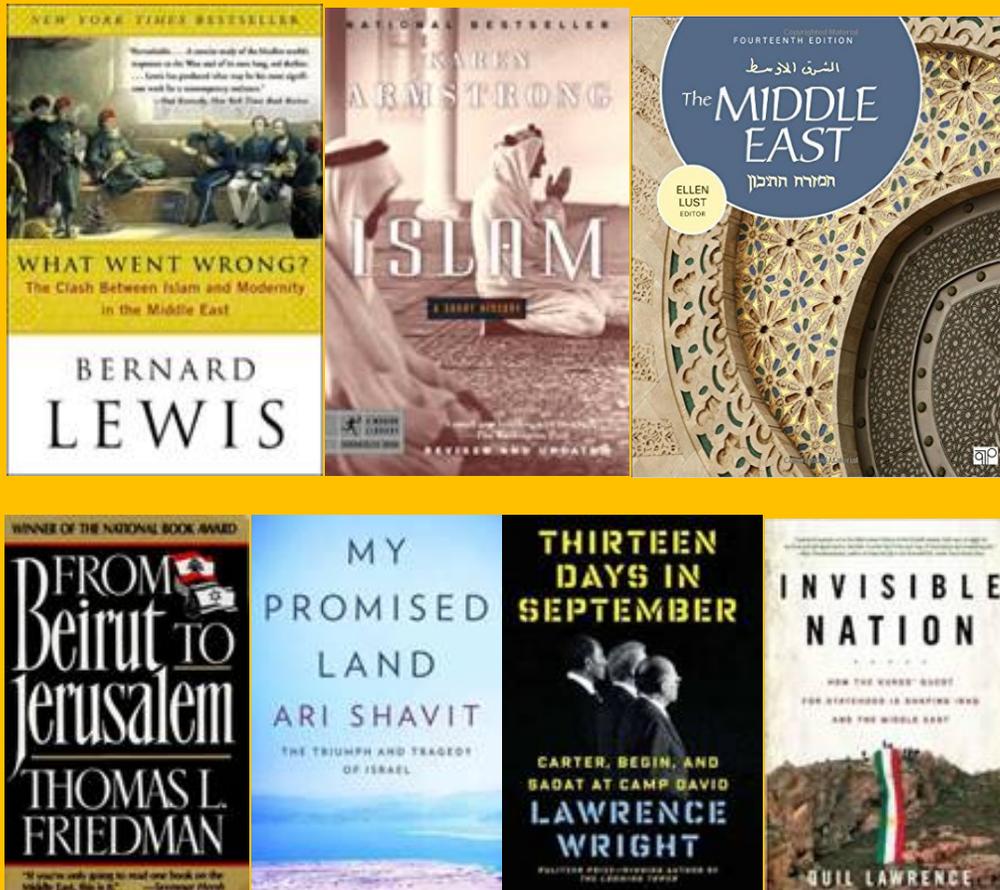
This introductory course is designed to give the student a broad overview of conflict in the Middle East Region. No single semester is sufficient to trace or attempt to examine all of the conflicts or their root causes. Scholars also have a difficult time defining what might be the boundaries of any region entitled the "Middle East. Given that the Arab – Israeli question often sits at the center of any conflict, even those which involve neither Arabs nor Israelis, that conflict shall be the focus of this course. Using a historical approach, this course will examine the conflict from religious, historical, geopolitical, and theoretical perspectives.

This course focuses on evolution of contemporary politics and economics. The subject is divided into four parts:

1. The study of Islam and its context
2. Islam versus the West, myth, or reality?
3. History and evolution of the Arab/Israeli conflict
4. Shifting conflict, the Arab Spring, rise & fall of ISIL (*Daesh*), and Democratic decline in Turkey.

Throughout the course, special attention is given to sources and transformations of power, population dynamics and migration, resources and energy, as well as implications of technological change.

REQUIRED READINGS



We will be using excerpts from the following books which are also available for purchase online:

- Bernard Lewis (2002), *What Went Wrong? Western Impact and Middle Eastern Response*. Oxford University Press, ISBN: 0195144201.
- Ian J. Bickerton & Carla L. Klausner (2017), *A History of the Arab-Israeli Conflict*. 8th Ed. Routledge Press, ISBN: 9781138243736
- Karen Armstrong (2000), *Islam: A Short History*. The Modern Library, ISBN: 0679640401.
- Ellen Lust Ed. (2017), *The Middle East, 14th ed*. Thousand Oaks CA, Sage Pub.,
- Thomas Friedman (1991), *From Beirut to Jerusalem*. Farrar, Straus & Giroux Pub., ISBN: 0374158959
- Geraldine Brooks (1995), *Nine Parts of Desire: The Hidden World of Islamic Women*. Anchor Books, ISBN: 038547577
- Lawrence Wright (2014), *Thirteen Days in October: Carter, Begin, and Sadat at Camp David*, Alfred Knopf Pub, ISBN: 9780385352031
- Ari Shavit (2013), *My Promised Land*, Spiegel, and Grau Pub. ISBN: 0385521707

- Quil Lawrence (2009), *Invisible Nation: How the Kurds quest for statehood is shaping Iraq and the Middle East*, Walker & Co. Pub.,
- Payind & McCimans (2011), *Keys to Understanding the Middle East*. Creative Commons an Open Educational Resource.

All of these course readings (plus other required articles are available online linked to this syllabus. This course is supported by CU's Open Access Initiative to reduce textbook cost for Students - [COURSE READINGS](#)

COURSE REQUIREMENTS

Readings, Attendance and Class Participation

It is essential that students Zoom in to every class on time. It is equally important if we return to in-person teaching. Regular attendance and active participation in class discussion will enhance your understanding of the course material and almost certainly improve your performance on the mid-term and final exams, which are together worth 50% of the course grade. Attendance is also a large portion of your 10% participation grade. Excused absences only require notification of the professor in advance via email. In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period. Participation means remaining on the course Zoom and having your camera on until the end of class.

Mid-Term and Final Exams

The mid-term exam will be held on **Tuesday, March 1st** in the usual class meeting times. The final exam will be **Sunday, May 1st** at 4:30 until 7:00pm. Students must write both exams in order to pass the course. If remote, both exams will be open book/note and will be emailed to students at the beginning of the exam period. The completed exam will be uploaded to CANVAS at the end of the one hour and fifteen-minute period. If the course has returned to in-person learning, the exams will not be open book/note. Bluebooks should be purchased by each student and brought in the class period the day of the midterm; 8.5x11 Blue books are preferred. Do not put your name on your Bluebook as they will be redistributed. Make up exams will not be given unless the instructor has been notified in advance. Both examinations will be short answer and essay in format. A study guide for both exams will be linked to this course syllabus one week prior

Reading Summary and Current Events

Two to three students will be assigned to 25 individual PODs. Each POD will be assigned one day of the course to outline reading summaries and present current events. The assigned POD will summarize each of the readings due in class that day and submit them to your professor via email attachment in either WORD or as a PDF. In a 1-2 page synopsis of each assigned article/chapter, the designated POD will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include (at the end) an answer to the “**so what?**” question, in other words, why should one read it when studying the Middle East. The summary is due by midnight the day before that reading is discussed. Your professor will post the summaries on the course web site for the review by you and your classmates by class time. Late Reading Summaries will be docked 10% per class day up to 50%.

In addition, on the same day that the POD Reading Summary is due, each POD will present a current event orally at the beginning of class. The presentation should be no more than five minutes in length. The current event must relate to conflict or politics in the Middle East. The source should be from a respected news source, be less than one week old. Each POD should then try to relate the article to some element of what we have been discussing in class. Students will email an Ecopy of the article to your professor prior to class. Included in the email submission will a discussion question that you will pose to the class and use to lead a discussion with the class for an additional five minutes. Two very good sources are both the *Middle East Forum* (<https://www.meforum.org/>) and *Al Monitor* (<http://www.al-monitor.com>). Students should subscribe to both of these free sites.

These POD Reading Summaries and Current Event submissions/presentation will be 10% of your final grade

Thought Papers

For each week of the course (except the first, midterm, and Spring Break weeks), there will be a thought paper question assigned and posted on this course website. The question will be posted every Thursday and is due the following Tuesday by class time. Each student must complete **THREE of the TEN** papers. Students completing less than three will receive a zero grade for that number less than three. If you complete more than three, the best three grades will be averaged. These papers should be between 900 and 1000 words in length (approximately 2 pages single-spaced). **Include a word count on the first page.** Since students do not have to write them all, late essays will not be accepted. Computer malfunction is not an acceptable excuse for a late paper. Re-read your essay for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect 50% of your grade. No research beyond the assigned readings is required. Append a bibliography and provide references or footnotes where appropriate. Each paper will be submitted to the Assignment Box on CANVAS and will be run through their anti-plagiarism service to which CU subscribes.

GRADING CRITERIA

POD Reading Summaries/Current Event	10%
Mid-term exam	25%
Thought Papers	30%
Final exam	25%
<u>Attendance & participation</u>	<u>10%</u>
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc system proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

Course Schedule

PSCI 4242 – Middle East Politics Course Schedule Spring 2021

Day/Date	Topic	Assigned Reading
Tues 11 Jan	Course Introduction & Administration What causes conflict in the Middle East? Geopolitics, Religion, or “Clash of Civilizations?”	<ul style="list-style-type: none"> • Samuel Huntington “Clash of Civilizations”
Thurs 13 Jan	What is the Middle East? Introduction to Islam History of Islam: The Prophet and ruling the Caliphate (Part 1)	<ul style="list-style-type: none"> • Payind & McClimans, Keys to Understanding the Middle East - Ch. 1-2
Tues 18 Jan	Islam and the Caliphate Women in Islam	<ul style="list-style-type: none"> • A – Ch. 1 • P&M – Ch. 3-4 • Br – Ch. 4
Thurs 20 Jan	The Clash Between Islam and The West (Part 1)	<ul style="list-style-type: none"> • Lewis – Ch. 1, • Lewis – Ch. 2
Tues 25 Jan	The Clash Between Islam and The West (Part 2) Film: “Islam and Democracy” (excerpts) Thought Paper 1 Due	<ul style="list-style-type: none"> • Lewis – Ch. 3-7 & Conclusion
Thurs 27 Jan	The Arab Israeli Conflict: Palestine in the 19 th Century	<ul style="list-style-type: none"> • B&K Ch. 1 • S – Ch. 1
Tues 1 Feb	The Arab Israeli Conflict: Palestine under the League of Nations Mandate and WWII and the partition of Palestine Thought Paper 2 Due	<ul style="list-style-type: none"> • B&K Ch. 2 • S – Ch 4 • Lust – Ch 7, pp.288-297
Thurs 3 Feb	The Arab Israeli Conflict: The Founding of Israel and the Suez Crisis of 1956, The Six-Day War and the 73 Yom Kippur War	<ul style="list-style-type: none"> • Lust – Ch 7, pp.297-315
Tues 8 Feb	The Arab Israeli Conflict: The Search for Peace and the Camp David Accords and the 1 st Intifada Thought Paper 3 Due	<ul style="list-style-type: none"> • Lust – Ch 7, pp. 315-342 • W – Prologue & Epilogue
Thurs 10 Feb	The Arab Israeli Conflict: The Lebanese Civil War	<ul style="list-style-type: none"> • F – Ch. 1-10 (Focus on Chapters 1, 4, 6-8 Skim the rest)
Tues 15 Feb	The Arab Israeli Conflict: Israeli Domestic Politics and American Jews Thought Paper 4 Due	<ul style="list-style-type: none"> • F – Ch. 11-19 (Focus on Chapters 11-14 Skim the rest)
Thurs 17 Feb	The Arab Israeli Conflict: The Oslo Accords, Gulf War I and the 1 st & 2 nd Intifadas	<ul style="list-style-type: none"> • Lust – Ch7, pp. 342-367 • S – Ch 8 & 13

Tues 22 Feb	Israel and Palestine: The “Road Map to Peace”, Hamas and the post 9/11 world Thought Paper 5 Due	<ul style="list-style-type: none"> • S – 14,16 & 17
Thurs 24 Feb	Catch up and review for midterm exam	<ul style="list-style-type: none"> • Come prepared with questions
Tues 1 Mar	Midterm Exam	<ul style="list-style-type: none"> • Review
Thurs 3 Mar	The Arab Spring: Tunisia and Libya	<ul style="list-style-type: none"> • <i>The Telegraph</i>, “Arab Spring: Timeline of the African and Middle East rebellions”, October 21, 2011 • Lisa Anderson, “Demystifying the Arab Spring”, <i>Foreign Affairs</i>, May/June 2011 • <i>The Economist</i> – “The Arab Spring: Has It Failed”, 2013 • Schrader & Redissi, “Ben Ali’s Fall”, <i>Journal of Democracy</i>, July 2011
Tues 8 Mar	Go Over Midterm Thought Paper 6 Due	<ul style="list-style-type: none"> • None
Thurs 10 Mar	The Arab Spring: Egypt Film: “The Square” excerpts	<ul style="list-style-type: none"> • <i>The Economist</i>, “Everywhere on the rise, The success of Egypt’s Islamists marks a trend throughout the region.” December 10, 2011 • <i>The New York Times</i> – “Sudden Improvements in Egypt Suggest a Campaign to Undermine Morsi”, 2013
Tues 15 Mar	The Arab Spring: Syria Thought Paper 7 Due	<ul style="list-style-type: none"> • <i>The Economist</i>, “Gaining ground: Syria’s opposition, though fractious, is making headway against the regime.” December 17, 2011 • “Holding Civil Society Workshops while Syria Burns”, <i>Foreign Policy</i>, 2012 • “The General’s Gambit”, <i>Foreign Policy</i>, 2012 • “Syrian Stalemate” <i>Foreign Policy</i>, 2012

		<ul style="list-style-type: none"> • David Ignatius, “A War Chest for Syrian Rebels”, <i>Washington Post</i>, 2012 • Jackson Diehl, “How Obama Bungled the Syrian Revolution”, <i>Washington Post</i>, 2012 • <i>Foreign Policy</i>, “The Syrian Stalemate” • Carlo Caro, <i>The World Post</i>, “Syrian Dilemma”
Thurs 17 Mar	Syrian Civil War, and the Rise & Fall of ISIS Spring Pause no paper due	<ul style="list-style-type: none"> • Nick Danforth, “The Myth of Caliphate”, <i>Foreign Affairs</i>, Nov 2014 • <i>The Economist</i>, “The Islamic State of Iraq and Greater Syria”, Jun 2014 • Orient Advisory Group, “Egypt’s ABM Declares Allegiance to ISIL, while Al Nusra Joins ISIL Alliance in Syria” • <i>The Economist</i>, “The War against the Islamic State”, Nov 2014. • Arango “Backed by U.S. Airstrikes, Kurds Reverse an ISIS Gain” <i>New York Times</i>, Dec, 18, 2014
Tues 22 Mar	Spring Break	<ul style="list-style-type: none"> • <i>No Class</i>
Thurs 24 Mar	Spring Break	<ul style="list-style-type: none"> • <i>No Class</i>
Tues 29 Mar	Hizbollah, Syria, Iran and Israel	<ul style="list-style-type: none"> • <i>Washington Post</i>, February 10, 2013, “Iran and Hezbollah build militia networks in Syria in event that Assad falls, officials say.” • <i>Council on Foreign Relations</i>, “Hezbollah (a.k.a. Hizbollah, Hizbu'llah), July 15, 2010 • <i>New York Times</i>, “Can Hezbollah Survive the Fall of Assad? August 28, 2012 • <i>New York Times</i>, “Bulgaria Implicates Hezbollah in July Attack on Israelis.” February 5, 2013

		<ul style="list-style-type: none"> • <i>New York Times</i>, “U.S. Accuses Hezbollah of Aiding Syria’s Crackdown.” August 10, 2012
Thurs 31 Mar	Iran, WMD and Israel	<ul style="list-style-type: none"> • Matthew Kroenig, "Time To Attack Iran" (Foreign Affairs Jan/Feb 2012) • Colin H. Kahl, "Not Time to Attack Iran" (Foreign Affairs Mar/Apr 2012) • “Weighing Benefits and Costs of Military Action Against Iran” (The Iran Project 2012) • S – Ch 16
Tues 5 Apr	The Founding of the Turkish Republic: Attatürk to Erdoğan Thought Paper 8 Due	<ul style="list-style-type: none"> • Pope & Pope, Turkey Unveiled Ch. 17-18
Thurs 7 Apr	A country divided: Turkey, Cyprus and the Eastern Mediterranean	<ul style="list-style-type: none"> • Gregory D. Young (2016) “Cyprus: The Struggle for Independence” • The Economist (2010), “Anchors Aweigh: A Survey of Turkey
Tues 12 Apr	Regional Hegemony: Iran vs. Saudi Arabia: Sunni vs. Shia or just geopolitics The Civil War in Yemen: A Saudi/Iran proxy war? Sam Foredyce Lectures Thought Paper 9 Due	<ul style="list-style-type: none"> • Congressional Research Service, Jeremy M. Sharp, “Yemen: Civil War and Regional Intervention • Gilpin (1988),” Theory of Hegemonic War” • Walter “Bargaining Failures and Civil War” Graduate School of International Relations and Pacific Studies, • BBC, “Yemen Conflict: Saudi Arabia puts Forth Peace Plan” • BBC, “Yemen war: Joe Biden ends support for operations in foreign policy reset”
Thurs 14 Apr	Turkish/Israeli Relations	<ul style="list-style-type: none"> • Wikipedia, “The Gaza Flotilla Raid” • Arbell (2016), “Are Turkey and Israel on the verge of normalizing relations?” Brookings Institution.

Tues 19 Apr	The Kurds: People without a nation. Thought Paper 10 Due	<ul style="list-style-type: none"> • Q – <i>Invisible Nation</i>, Conclusion & Afterward • “The Kurdish Imbroglio” Introduction • Jongerden in Celik & Linden, “The Kurdish Issue in AKP’s Turkey: Militarization as a Deliberate Strategy”
Thurs 21 Apr	Turkey: Last Hope for Democracy in the Middle East and Moderator for the Arab Spring?	<ul style="list-style-type: none"> • Celik & Linden (2020), “Turkey at a Turbulent Time”, Introduction and CH. 1
Tues 26 Apr	The Turkish Spring and the Coup in Turkey and the erosion of Turkish democracy FCQ Day	<ul style="list-style-type: none"> • <i>The New York Times</i> 2013- The Green Roots of Turkey's Urban Unrest • Associated Press 2013 - Former Military Chief Gets Life Sentence in Turkey • <i>The Huffington Post</i> 2013- Turkey Protests • <i>International Herald Tribune</i> 2013- <i>The Children of Taksim</i> • <i>The Economist</i>, "Erdogan's Revenge" July 23, 2016 pp. 7-8 • <i>The Economist</i>, " After the Coup, the Counter-coup" July 23, 2016, pp. 14-15 • Arango & Yeginsu, "Turks Agree on One Thing: The US was behind the Failed Revolt." <i>New York Times</i>, August 3, 2016, p. A6
Thurs 28 Apr	Catch up day, review for final examination	<ul style="list-style-type: none"> • None
Sun 1 May	Final Examination (4:30-7:00pm)	<ul style="list-style-type: none"> • Study, Study and Study

KEY

- **Lewis** - Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response*.
- **Lust** – The Middle East
- **A** - Karen Armstrong, *Islam: A Short History*, 2000.
- **B&K** - Ian Bickerton & Carla Klausner, *The History of the Arab-Israeli Conflict*.
- **F** - Thomas Friedman, *From Beirut to Jerusalem*.
- **Br** – Geraldine Brooks, *Nine Parts of Desire: The Hidden World of Islamic Women*.
- **S** – Air Shavit, *My Promised Land*.
- **W** – Lawrence Wright, *Thirteen Days in September*.
- **Q** – Quil Lawrence – *Invisible Nation*.

- **P&M** - Payind & McCimans, Keys to Understanding the Middle East. Creative Commons an Open Educational Resource, 2001.

ADMINISTRATIVE INFORMATION:

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, reporting options, and the support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, to obtain an excuse absence students need only to email their instructor in advance of class regarding their upcoming absence.

CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this year however, they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: [Laptops Are Great. But Not During a Lecture or a Meeting](#), New York Times Op Ed, By SUSAN DYNARSKI NOV. 22, 2017

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

