

4392-001: THE ARAB-ISRAELI CONFLICT

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
 SPRING SEMESTER 2016
 COURSE OUTLINE

Instructor: Brent E. Sasley

Office: 412 University Hall

Phone: 817-272-3980

Faculty profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/1934/>

Class location: University Hall 01

Class time: Mon/Wed/Fri, 10:00-10:50

E-mail: bsasley@uta.edu

Office hours: Wednesday, 11:00-12:00, or by appointment.

Please note: the easiest way to reach me is by email.

COURSE CONTENT AND DESCRIPTION:

Albert Einstein argued that the purpose of a university education is not to teach students just facts, but to teach them to think. I intend to apply this dictum to our discussion of the Arab-Israeli conflict. To this end, this course will both serve as an introduction to the conflict as well as a space in which to exchange ideas about its causes, contours, and consequences. It is divided into four sections: Section A lays out the conceptual considerations we should keep in mind as we think about the conflict; Section B discusses the origins of the conflict; Section C explores the inter-state element of the conflict (between Israel and the Arab states); and Section D studies the narrowing of the conflict to its specifically Israeli-Palestinian dimension.

It is advisable that students keep up with daily political, security, economic, social, and cultural developments in the Middle East, through various media outlets. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on—as well as several regional media sources.

STUDENT LEARNING OUTCOMES:

By the end of the course students will be able to:

- ✎ Identify the main actors and events in the history of the Arab-Israeli conflict.
- ✎ Explain the contexts that have given rise to the emergence and continuation of the conflict.
- ✎ Compare and contrast the Israeli and Arab/Palestinian narratives about the conflict.
- ✎ Think and write critically about the conflict, including possible ways to resolve it.

FORMAT:

The course is conducted within a lecture framework. But class time will be used for general discussions, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the instructor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is discussed in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

Both the professor and the students have obligations and responsibilities in this course. **(Please see the course Blackboard for more on the DOs and DON'Ts of student interactions with professors.)**

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom. (It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding.)

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class. Laptops and other electronic devices are acceptable for taking notes, but I reserve the right to prohibit their use if I determine they are being used for other activities.

Please note that the syllabus and course content may change, depending on unforeseen circumstances. Any such changes are at my discretion. If there are any

changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

Attendance Policy:

Students are responsible for their own attendance and participation in class; I will not call the roll. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on final grades.

Communicating by E-mail:

Outside of class, email is the best way to reach me. Note that students must use their UTA MavMail account when communicating by email with me; I will **not** respond to any correspondence sent by a non-UTA email account. Students are responsible for regularly checking their UTA accounts, for information and correspondence both from the university and from me regarding course matters.

Please use standard polite greetings and address me not as a close friend but as your professor (i.e., Professor or Dr. Sasley). Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

Laptops, iPads, Tablets, etc:

I encourage students to use paper and pen rather than electronic devices for taking notes in class. There are several reasons for this: Studies suggest use of electronic devices hinders learning, as students tend to write down everything the instructor says without thinking more carefully about the material; these devices encourage students to browse their email accounts, social media, and other online activity, which means they—and those around them—are distracted from the learning process; they lead to rudeness, as professors can see when a student is not paying attention to the discussion.

Social and Electronic Media Policy:

The rapid expansion of electronic social media—including its use by instructors in the classroom—has blurred the lines between public and private lives of professors. Although I firmly believe in a strict separation between my personal preferences and what I teach in the classroom, I am active on Twitter and in blogging, two of the most prominent forms of social media, as well as in publishing my research online. I consider it necessary, then, to set out a coherent guideline for these media.

I use both primarily for analytical commentary, and students who are interested in more discussion and debate on issues related to international relations and Middle East politics are welcome, if they wish, to subscribe to my Twitter feed and blogs.

Students are also welcome to respond to any tweets or blog posts. I expect respectful, reasoned responses or posts; any violation of these guidelines will result in the student being blocked in the relevant method.


I must emphasize that this is not mandatory—it is not even “optional” in the context of the course. I mention this as a general comment only, in the context of a public domain that now encompasses the university and the classroom. Students' grades are not in any way connected to this.


Letters of Recommendation:


I am happy to write letters of recommendation for students, but certain criteria must first be met. **Please see the course Blackboard for specific information** on what students must do in order to be eligible for a reference letter.


REQUIRED READINGS:

There are four sources of mandatory readings for this course:

 Neil Caplan, *The Arab-Israeli Conflict: Contested Histories*. UK: Wiley-Blackwell, 2010.

 Journal articles available through the library catalog. To access these, log in with your UTA NetID and password to the library's website. Catalog readings will be referred to as (Catalog).

 Book chapters and journal articles available on e-reserve at the library. To access these, log in with your UTA NetID and password to the library's website and select “Course Reserves.” Library reserve readings will be referred to as (e-reserve).

 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <<https://elearn.uta.edu/webapps/login/>>. Blackboard readings will be referred to as (Blackboard).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Participation. Students are expected to actively contribute to the conversations that take place within the framework of learning the material. Students must: (1) Actively prepare for class by thinking about and evaluating the assigned readings, and (2) actively participate in class discussion and debates. Participation is **worth 10% of the final grade** and is assessed throughout the semester.

Test. There will be one take-home test, **worth 10% of the final grade**. The test will be posted on the course Blackboard and accessible at 11:00am on Wednesday, February 15, and is due by **Wednesday, February 17, 10:00am**, via email. It will cover everything studied from the beginning of the course up to and including the class on February 15 (all lectures, class discussions, readings, media clips, and any other materials included in the course). The format of the test is a single essay section. Students should use course readings and their own notes for the test. Extra time to write the test will **not** be allotted for any student for any reason.

There will be **no** make-up tests, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for any missed test within three school days after the missed test, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the test for a make-up to be considered, and are at my discretion. A missed test must be made up **within three school days** after the date of the original scheduled test. No make-up will be allowed after that, and a grade of zero will be assigned for that test.

Writing assignment. Students will write **one** paper, **worth 20% of the final grade**. The paper is due on **Monday, March 7, by the beginning of the class**. It must be **5-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as part of the purpose is to learn how to make an argument in a specified amount of space.

The paper will be based on the themes and topics of the course. The specific nature of the assignment will be posted on Blackboard well in advance of the due date. Examples include: analysis of a reading or comparison of two readings; a particular question about a specific topic studied in a section; a policy memo; and so on.

Simulation prep paper. In order to prepare for the simulation that will be conducted in class, each student will submit, independently, a prep paper **5-8 pages** in length. The prep paper is **worth 20% of the final grade** and is due at the beginning of class on **Wednesday, April 6**. Given the nature of this assignment, papers **will not be accepted after class begins**, and there will be **no extensions** on this assignment. The purpose of this paper is to prepare and familiarize students with the particular group and issue they must represent. The prep papers will be discussed in greater detail in class.

Regarding the writing assignment and the prep paper:

These are research papers, and so research must be based on scholarly sources, which means peer-reviewed journal articles and books. **Students must use at least two peer-reviewed books and four peer-reviewed journal articles in their research for each paper** (none of which can be on the course reading list). Dictionaries, lecture

notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with me first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument. Academic reports from well-known research institutes are acceptable but do not count as peer-reviewed.

Although it is not mandatory, students are strongly encouraged to confer with me about their assignment on a regular basis, including regarding the specific topic, the paper's content, style/structure, bibliography, and so on. I am also happy to read over a draft or several drafts (however long or short) of the paper and provide comments, so long as the paper is given to me with enough time to go through it before the due date.

Papers **must be typed or word-processed**, with Times New Roman and 12-point font; double-spaced; and margins of 1 inch all around. They must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. The only citation/bibliography style that will be accepted is MLA format. Citations and bibliography must include page numbers. Students should also be sure to keep a copy of their assignments for themselves.

Papers **must be emailed in**—hard copies will not be accepted. Papers will be returned to students' UTA accounts by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool. Students whose citations and bibliography do not meet acceptable standards will be penalized. But they will be given the opportunity to revise their citations and bibliography within a specified amount of time (usually a few days; this will be made clear in the email students receive with their graded paper). Marks will still be taken off of their final paper grade, but fewer than would be without the revisions.

All papers are due by the beginning of class (10:00am); a paper that is emailed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers emailed in after class begins, but on the same day the assignment is due, **will be penalized** one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late (i.e., 1% per day off whatever grade is given out of 20%). **Any requests for an extension must be made before the due date of the assignment.** Papers will not be accepted after 3 calendar days after the due date; students will then receive a zero on the assignment.

Simulation. In order to give students a more direct understanding of and experience with the Arab-Israeli conflict, four classes will be devoted to a simulation of **decision-making within and between actors in the conflict**. These will take place on **Wednesday, April 6; Friday, April 8; Monday, April 11; and Wednesday, April 13**, followed by a debriefing session on **Friday, April 15**. Students will be divided into three to five groups, each representing a specific actor participating in the conflict. The purpose is to negotiate an agreement between Israelis and Palestinians. To this end students will engage in a process of discussion, debate, argument, and bargaining. Simulation details will be provided in class.

Students will be graded on their participation in the simulation. This activity is **worth 20% of the final grade**. Simulation activity consists of four elements: vigorous participation in one's group discussions (including the formulation and evaluation of policy options); peer evaluations; contributions to the de-briefing session; and simulation evaluations.

Final exam. A final **take-home exam, worth 20% of the final grade**, will be written at the end of the course. The exam will be posted on the course Blackboard and accessible at the end of the final class on May 6, and due by **Friday, May 13, 10:00am**, via email. Final exams will **not be accepted** after the due date/time; students who email their exam in after then will receive a zero on the assignment.

The exam will be **cumulative**, taking into account everything studied from the beginning of the course (lectures, class discussions, readings, media clips, and any other materials covered in the course). The format of the final exam is two essay questions. Students should not conduct any outside research; their focus should be on the course materials.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick and could not be expected to write the exam. Documentation must be provided for a missed exam within three days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral must be made *before* the date of the exam in order to be considered, and are at my discretion. A missed exam must be made up **within three calendar days** after the date of the original scheduled exam. No make-up will be allowed after three days, and a zero will be assigned for that grade.

Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L.

Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course Blackboard and the library course guide also have links on citations and bibliographies. Students may also consult the professor for further help.

Please note that **no** extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment and instead re-weighting the worth of other course assignments is not an option.

ACADEMIC INTEGRITY:

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

DROPPING THE COURSE:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The last day to drop the class is April 1. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Participation:	10% (Throughout the course)
Test:	10% (Due Wednesday, February 17, 10:00am)
Writing assignment:	20% (Due Monday, March 7, 10:00am)
Simulation prep paper:	20% (Due Wednesday, April 6, 10:00am)
Simulation activity:	20% (Wednesday, April 6 – Friday, April 15)
Final exam:	20% (Due by Friday, May 13, 10:00am)

GRADING SCALE:

A	80-100%
B	70-79%
C	60-69%
D	50-59%
F	0-49%

COURSE SCHEDULE:

* Note that many classes are tied to a specific year. This is only because events at that time serve as temporal signposts, marking shifts in the conflict. We will focus not on the events themselves but on their implications and consequences.

Wednesday, January 20: Introduction to course

No readings.

Section A: Conceptual Considerations

Friday, January 20: Studying the conflict

Caplan, Chapter 1.

Monday, January 25: Narratives and stories

Israel, Declaration of the Establishment of the State of Israel. May 14, 1948.
(Blackboard)

Palestine National Council, Declaration of Independence. November 15, 1988.
(Blackboard)

Wednesday, January 27: Studying the conflict, cont.

Caplan, Chapter 2.

Friday, January 29: *How to write a paper for this class*

Purdue Online Writing Lab, "Avoiding Plagiarism." (Read sections: Overview; Is it Plagiarism?; Safe Practices; Plagiarism Exercise; all linked on the left side of the page.) (Blackboard)

Monday, February 1: *How to write a paper for this class, cont.*

Meet in library.

Caplan, Chapter 11.

Section B: Origins

Wednesday, February 3: Origins

Caplan, Chapter 3.

Friday, February 5: The Jewish Question

Yael Zerubavel, "The 'Mythological Sabra' and the Jewish Past: Trauma, Memory, and Contested Identities." *Israel Studies* 7, no.2 (Summer 2002): 115-144. (Catalog)

Monday, February 8: Zionism

Shlomo Avineri, "Zionism as a National Liberation Movement." *The Jerusalem Quarterly* 10 (1979): 133-144. (e-reserve)

Wednesday, February 10: The development of Arab nationalism

Beverley Milton-Edwards, *Contemporary Politics in the Middle East*. UK: Polity Press, 2000: pp. 41-57. (e-reserve)

Friday, February 12: The development of Arab nationalism, cont.

Helga Baumgarten, "The Three Faces/Phases of Palestinian Nationalism, 1948-2005." *Journal of Palestine Studies* 34, no.4 (Summer 2005): 25-48. (Catalog)

Monday, February 15: The Palestine Mandate

Caplan, Chapter 4.

Wednesday, February 17: **Test due**
1948

Caplan, Chapter 5.

Friday, February 19: 1948, cont.

Caplan, Chapter 6.

Monday, February 22: 1948, cont.

Ahmad H. Sa'di, "Memory and Identity: Al-Nakbah as a Component of Palestinian Identity." *Israel Studies* 7, no.2 (Summer 2002): 175-198. (Catalog)

Wednesday, February 24: 1948, cont.

Benny Morris, "Revisiting the Palestinian Exodus of 1948." In *The War for Palestine: Rewriting the History of 1948*, 2nd ed., eds. Eugene L. Rogan and Avi Shlaim, 37-59. Cambridge: Cambridge University Press, 2007. (e-reserve)

Nur Masalha, "A Critique of Benny Morris." *Journal of Palestine Studies* 21, no.1 (Autumn 1991): 90-97. (Catalog)

Benny Morris, "Response to Finkelstein and Masalha." *Journal of Palestine Studies* 21, no.1 (Autumn 1991): 98-114. (Catalog)

Section C: The Arab-Israeli Conflict

Friday, February 26: 1967

Caplan, Chapter 7.

Monday, February 29: 1967, cont.

Caplan, Chapter 8.

Wednesday, March 2: 1967, cont.

Brent E. Sasley and Mira Sucharov, "Resettling the West Bank Settlers." *International Journal* 13, no.3 (Autumn 2011): 999-1017. (e-reserve)

Friday, March 4: 1967, cont.

Yezid Sayigh, "The Armed Struggle and Palestinian Nationalism." In *The PLO and Israel: From Armed Conflict to Political Solution, 1964-1994*, eds. Avraham Sela and Moshe Maoz, 23-35. New York: St. Martin's Press, 1997. (e-reserve)

Monday, March 7: ***Writing assignment due***
1973

Charles S. Liebman, "The Myth of Defeat: The Memory of the Yom Kippur War in Israeli Society." *Middle Eastern Studies* 29, no.2 (April 1993): 399-418. (Catalog)

Wednesday, March 9: 1973, cont.

Caplan, Chapter 9.

Friday, March 11: ***No class***

Monday, March 14: ***Spring break—No class***

Wednesday, March 16: ***Spring break—No class***

Friday, March 18: ***Spring break—No class***

Monday, March 21: 1978

Brian S. Mandell, "Anatomy of a Confidence-Building Regime: Egyptian-Israeli Security Co-operation, 1973-1979." *International Journal* 45, no.2 (Spring 1990): 202-223. (Catalog)

Section D: The Israeli-Palestinian Conflict

Wednesday, March 23: 1987

Caplan, Chapter 10.

Friday, March 25: 1987, cont.

Salim Tamari, "What the Uprising Means." *Middle East Report no.152*. (May-June 1988): 24-30. (Catalog)

Monday, March 28: 1987, cont.

Michael Barnett, "Culture, Strategy and Foreign Policy Change: Israel's Road to Oslo." *European Journal of International Relations* 5, no.1 (March 1999): 5-36. (Catalog)

Wednesday, March 30: 1993

Israel-PLO letters of mutual recognition. September 9, 1993. (Blackboard)

Declaration of Principles on Interim Self-Government Arrangements. September 13, 1993. (Blackboard)

Friday, April 1: 1993, cont.

Ron Pundak, "From Oslo to Taba: What Went Wrong?" *Survival* 43, no.3 (October 2001): 31-46. (e-reserve)

Monday, April 4: 1993, cont.

Jeremy Pressman, "The Second Intifada: Background and Causes of the Israeli-Palestinian Conflict." *Journal of Conflict Studies* 23, no.2 (October 2003): 114-141. (e-reserve)

Wednesday, April 6: *Simulation prep paper due*
Simulation

Friday, April 8: *Simulation*

Monday, April 11: *Simulation*

Wednesday, April 13: *Simulation*

Friday, April 15: *Simulation de-briefing and discussion*

Monday, April 18: 2000

Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" *International Security* 28, no.2 (October 2003): 5-43. (Catalog)

Wednesday, April 20: 2000, cont.

The Arab Peace Initiative. March 27, 2002. (Blackboard)

Friday, April 22: 2000, cont.

Daniel Bar-Tal, Khalil Shikaki, Mina Zemach, and Yaacov Shamir. "Roundtable: Trends in Israeli and Palestinian Public Opinion." *Palestine-Israel Journal* 11, no.3-4 (2004): 125-142. (Catalog)

Monday, April 25: 2000, cont.

Ben Birnbaum and Amir Tibon, "The Explosive, Inside Story of How John Kerry Built an Israel-Palestine Peace Plan—and Watched It Crumble." *The New Republic*. July 20, 2014. (Blackboard)

Wednesday, April 27: How many states?

Dani Dayan, "Israel's Settlers Are Here To Stay." *New York Times*. July 25, 2012. (Blackboard)

Gideon Levy, "Time to Be Single-Minded." *Haaretz*. April 28, 2013. (Blackboard)

Musa al-Gharbi, "Israel and Palestinians Need a One-State Solution." *Al Jazeera*. January 6, 2015. (Blackboard)

Friday, April 29: How many states?, cont.

Brent E. Sasley, "Why One State Won't Work." *The Daily Beast*. April 29, 2013. (Blackboard)

Israel Democracy Institute, *Peace Index September 2015*. (Blackboard)

Palestinian Center for Policy and Survey Research, *Palestinian Public Opinion Poll No-57*. September 2015. (Blackboard)

Monday, May 2: Other arrangements?

Naftali Bennett, "For Israel, Two-State Is No Solution." *New York Times*. November 5, 2014. (Blackboard)

Ann-Marie Slaughter, "A New-State Solution for Israel and Palestine." *Al Jazeera*. March 26, 2013. (Blackboard)

Noam Sheizaf, "One- Or Two-State Solution? The Answer is Both (Or Neither)." *+972 Magazine*. September 2, 2014. (Blackboard)

Wednesday, May 4: Discussion

Caplan, Chapter 12.

Friday, May 6: Review for final exam

No readings.

Friday, May 13: *Final exam due by 10:00am*

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

AMERICANS WITH DISABILITIES ACT:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

STUDENT SUPPORT SERVICES:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at (817) 272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

EMERGENCY EXIT PROCEDURES:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

TITLE IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.