



## Instructor Contact

**Name:** Dr. Özlem Altıok

**Virtual Office Hours:** Thursday 10 - 11 am or by appointment

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## Course Description

This course is designed for students who want to understand and analyze socio-cultural, economic and political dimensions of politics in selected countries in the Middle East. It is designed to encourage the development of cultural and political awareness as well as critical analysis of international affairs. In addition to our textbook, students will be assigned other reading materials and watch and analyze films.

## Course Structure

This is a fully online, reading intensive course that requires student engagement with the material.

**We will meet as a class via Zoom from 2 to 3 pm every Monday for a lecture and discussion. I highly encourage everyone to attend, but I will also post a recording of the session.**

The Weekly Reading Schedule lists everything you need to read, watch and do in this class. The Weekly Reading Schedule starts on page 8 of this syllabus.

In sum, there are 10 Modules in this course. As specified in this syllabus, each module contains 1) A brief overview that orients students to the assigned material 2) Assigned readings and films 3) Assignments you must submit.

Most weeks you will be completing 1 Module and 1 Quiz. Quizzes are over all required material (i.e. the online lessons, assigned reading and films).

In addition, you will need to submit **5 Discussion posts (i.e. short short film essays)**. Prompts for these are posted under the Discussion tab on Canvas and are also listed under the Weekly Schedule of Readings on this syllabus.

In October, you will need to submit a midterm exam (a mix of multiple choice and essay questions).

## Course Prerequisites or Other Restrictions

In order to be successful in this course you will need to:

- Have a good command of the English language, including the basics of written communication.
- Cite sources, giving credit to where you obtain information.
- Make the commitment to spend 8-10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.
- Utilize tact in discussing differing perspectives and be open to build cordial professional relations with others.

I consider basic knowledge of the English language, including grammar and spelling to be prerequisite skills that students should have before the course starts. I also expect that you know how to craft essays that are well-organized and well-argued. If writing is not your *forte*, I encourage you to pay particular attention to the Writing Module that is part of your coursework at the beginning of this class. You may also get help from UNT's Writing Center. They offer online tutoring as well. <https://writingcenter.unt.edu/online-tutoring>

## Course Objectives

After successful completion of this course, students will be able to:

1. Situate the history and economy of the MENA region in relation to the history of the rest of the world
2. Understand and analyze the development of the modern state in the MENA region, and how the varieties of nationalism in the region shaped the rights and status of ethnic minorities and women.
3. Recognize similarities and differences between different societies in the region, and how class, ethnicity, religion and gender intersect to shape the experiences of people in these societies
4. Analyze power struggles between states in and outside of the region
5. Develop skills in critical thinking, observation, analysis, communication, and global awareness.

## Materials

### **Required books**

James Gelvin. 2020. *The Modern Middle East*. 5<sup>th</sup> edition. Oxford University Press.

Other required materials and/or readings are linked below on this syllabus and included in the online modules in Canvas.

The online lessons on Canvas may include links to supplementary materials and/or readings. I indicate whether you should read, skim or consider them as for further reading.

### **Recommended books**

- Tamim Ansary. 2009. *Destiny Disrupted: A History of the World through Islamic Eyes*.
- Nikkie Keddie 2012. *Women in the Middle East: Past and Present*. Princeton U. Press.
- Leila Ahmed. 1992. *Women and Gender in Islam*. Yale University Press.

## Communications Expectations

The learning management software we will use for this course is Canvas. You can log in at <https://unt.instructure.com/>

**The primary tool that I will be using to communicate directly with you (students) is Canvas – and on certain occasions email.** You can send concerns or questions using Canvas' email feature or by emailing me at [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu) You can expect to receive a response to emails usually within 24 hours on weekdays.

For the weekly quizzes in this class, which comprise multiple choice questions, you will know your grade immediately after taking them. For assignments that involve writing (discussion posts/short film essays, midterm, research presentation and research paper) you will receive feedback and your grade within approximately 7 days.

Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before sending your messages to others. *Netiquette* is important in an online course as well as online communication more broadly. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see.

## Teaching Philosophy

I take seriously the argument Adrienne Rich makes in her 1977 essay "Claiming an Education." As well, my teaching is informed by my belief that knowers "can't be neutral on a moving train," and that knowledge must be used to achieve social justice. I am here to help you claim your education. I see my responsibility to be here as a teacher-scholar who will help you to understand different theoretical perspectives on the study of international politics and global challenges. I am here to help you develop your own intellectual capacity and voice. I expect that you will use all of the resources I provide to help you develop into a better thinker, writer and advocate.

## Technical Requirements & Skills

### Minimum Technology Requirements

To be successful in this course, you will need the following:

- Computer
- Reliable internet access, which should support streaming of 1-2 films a week
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite or Open Office
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

## Computer Skills & Digital Literacy

The following are course-specific technical skills you must have to succeed in the course:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation programs

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms. You may refer to me as Dr. Altıok (or Dr. Altıok).
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times New Roman (a size 10 or 12-point font)
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. For more, read ["How to Succeed as an Online Student"](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

## Getting Help

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** <http://www.unt.edu/helpdesk/index.htm>

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Monday-Thursday: 8am-midnight
- Friday: 8am-8 pm
- Saturday: 9am-5pm Sunday: noon-midnight

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

### Course Requirements

The Modules you are to complete, assignments, due dates and points value for each are included the table below. You must refer regularly to this table and the detailed Weekly Reading Schedule to succeed in this course.

<b>Dates (submission due dates in bold)</b>	<b>Materials to read &amp; watch</b>	<b>Assignments to Submit</b>	Keep track of your grades
Aug 24 – <b>Aug 30</b>	Module 1 Introduction to the Course & Writing Basics	Self-Introduction Quiz 1 (30)	
Aug 31 – <b>Sep 6</b>	Module 2 Conceptual preliminaries	Quiz 2 (30) Non-graded discussion	
Sep 7 – <b>Sep 13</b>	Module 3 Islam in history	Quiz 3 (30)	
Sep 14 – <b>Sep 20</b>	Module 4 MENA in the Age of Empires	Quiz 4 (30)	
Sep 21 – <b>Sep 27</b>	Module 5 Colonialism and change in MENA: Egypt & Tunisia	Quiz 5 (30) Discussion 1 (50)	
Sep 28 – <b>Oct 4</b>	Module 6 Colonialism and its aftermath: Algeria	Quiz 6 (30) Discussion 2 (50)	
Oct 5 – <b>Oct 11</b>	Module 7 Turkey Submit research questions	Quiz 7 (30) Discussion 3 (50)	
Oct 12 – <b>Oct 18</b>	Midterm Guide/Study	Midterm (150)	
Oct 19 – <b>Oct 25</b>	Module 8 Iran	Quiz 8 (30) Discussion 4 (50)	
Oct 26 – <b>Nov 1</b>	Module 9 Iraq, Syria, Palestine & Israel	Quiz 9 (30) Discussion 5 (50)	
Nov 2 – <b>Nov 8</b>	Module 10 Saudi Arabia & other Gulf States	Quiz 10 (30)	
Nov 9 – <b>Nov 15</b>	Research presentation	Presentation (100)	
Nov 16 – <b>Nov 22</b>	Research paper	Research paper (200)	

### Grading

There are a total of 1000 points in this class. Here's my grading scale (A-F) along with the point totals/percentages I will use to calculate the final letter grade:

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 500-599

### Late submission policy

It is your responsibility to manage your time well so that you do not miss your due dates. Due dates are set, but you can work ahead and submit some of your assignments early.

I will mark down late submissions by 20% for each day they are late. I will not accept work that is more than 3 days late unless there is a legitimate reason that you can document (a health issue, death in your immediate family, etc.) Bottom line: Please turn in all assignments by their due dates.

### Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations will become available toward the end of our semester, and you will receive a notification that invites you to complete them.

### Course Policies

#### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. They are included as a table for your quick reference above. As well, they are listed under the Weekly Schedule of Readings below.

**Discussion** Prompts you are expected to respond to are on this syllabus *and* under Discussions on Canvas. Please do not attach a file for your Discussion posts. Simply enter text. Attaching is okay, but limit attachments for photos or artwork, *if* you choose to do use any of these to accompany your short essay.

To get full credit on these, you must:

- 1) Craft a 500-750-word essay that addresses the prompt (read the prompt carefully and respond to all of its parts)
- 2) Write well (no grammar or spelling errors please)
- 3) Post on time (late posts will be marked down as explained on our syllabus)
- 4) Refer to at least two of your readings (cite properly using the citation style you prefer).
- 5) Respond to at least one other student in the class engaging at least one of their key ideas or questions (i.e. **not** just "I agree with what you wrote Amy!"). Your response should be submitted one day after the due date for the Discussion (by midnight on Monday).

**Weekly Quizzes** comprise multiple choice questions. They are designed to assess whether you have read and comprehended the assigned material for each week. Quizzes are timed and you get only one attempt on them, so it is important that you complete your assigned material before you take them.

I understand that occasionally, technical difficulties happen. The University is committed to providing a reliable online course system to all users, but in the event of any unexpected server outage or any unusual

technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time window and provide an appropriate accommodation based on the situation.

**Midterm exam** comprises multiple choice and essay questions. I will provide a guide to help you prepare for it.

**Research papers and presentations:** You need to decide on your research question for this assignment by October 11. If you need help deciding, I will guide you to a specific research question. I will also provide a) instructions clarifying my expectations and b) resources to help you with your research (some of these are already listed on this syllabus and on Canvas).

Graduate students will be expected to submit another assignment that will be due December 3, 2020. I will provide more instructions and guidance on that.

### Examination Policy

The quizzes and other assignments in this class are open-book. You should take the tests at a reliable internet connection. If you lose internet connection during an exam, I will work with you for a make-up to be taken that day or soon after the due date. If you encounter a connection issue during a test, you should immediately contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. You should also email me to report the problem. The UNT Student Help Desk and I will work with you to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

My main responsibility in this course is to help you learn and grow intellectually. To this end:

- I will provide clear instructions for work I expect you to complete. I will answer your questions about assignments, identify additional resources as necessary, review and update course content, etc.
- I will answer your questions or concerns within 1-2 days. You should expect feedback on everything you turn in for a grade in this course. I usually send my feedback via Canvas, and do this within approximately 7 days of the due date.

### Late Work

Late work will be penalized for each day it is late. You can expect a daily deduction of 20% of the points any given assignment is worth. For e.g. if your quiz or discussion post is late by one day (i.e. 1-24 hours past the due date), you will automatically lose 10 out of 50 points.

### Attendance Policy

This is an online class, so attendance is measured by your cognitive and social presence, not your physical presence. For this class, I will monitor attendance by checking whether you are regularly 1) viewing our course pages and 2) participating in our virtual discussions.

### Class Participation

Discussion posts (i.e. short film essays) are designed to evaluate your comprehension of the material and also to encourage participation and dialogue. The prompts for these are posted under the Discussion tab on Canvas.

You are required to **engage, and respond to, at least one of your classmates each time you submit a discussion post**. You must also **explicitly cite at least two of your assigned material for each essay/post**. Your

responses to classmates should be posted within 24 hours of the due date of the Discussion post. I will evaluate your participation in this class by monitoring your own responses to the five discussion prompts and the quality of your responses to and conversations with your classmates. If you neglect to respond to a classmate, you will automatically lose 20% of that discussion post grade (i.e. 10 out of 50 points).

### Syllabus Change Policy

If there are any changes to this syllabus, course information, and due dates, I will let you know a few days in advance. Please make sure you check your Canvas email, and/or **set your notifications preferences (using the Notifications Settings on Canvas) so that you receive emails into the inbox that you check most regularly.**

### Weekly Reading Schedule

We will be using James Gelvin's book *A History of the Modern Middle East* (latest, i.e. 5<sup>th</sup> edition) as our textbook. I will also be referring in online lessons to the books I list under Recommended Books. I will typically abbreviate books by the last name of their authors on this syllabus and also in the online lessons. (i. e. as Gelvin, p. XX and Ahmed, pp. XX).

Most of the "outside" material listed below can be found online and is already linked on this syllabus. If you are working ahead, and find that a link is broken, please let me know so I can fix the problem. Note that URLs can and *do* move. Most of the time, (about 80% of the time), you will still be able to find the reading by a simple web search of the title and author.

Note that on page 5 of this syllabus, there is a table that sums up the content and assignments due each week. Below is the more detailed weekly reading schedule that specifies the material that you are to read, watch and the assignments you are to submit.

## Week 1: August 24-30 (Self-introduction & Quiz #1 due by 11:59 pm, Sunday, the 30th)

### Module 1: Course Basics and Basics of Writing

**What to read:** Online Module 1 (including your syllabus, & links in the online module (especially all that is under "Mechanics" and "Grammar" on Purdue's [OWL website](https://owl.purdue.edu/owl/general_writing/mechanics/index.html))

[https://owl.purdue.edu/owl/general\\_writing/mechanics/index.html](https://owl.purdue.edu/owl/general_writing/mechanics/index.html)

Writing a research paper

<http://writing.wisc.edu/Handbook/PlanResearchPaper.html>

**What to do:** Reading Quiz 1 (30 points) & introduce yourself per the online module instructions and respond to at least two classmates.

## Week 2: August 31 - September 6 (Submit all assignments by Sunday)

### Module 2: Conceptual preliminaries: Approaching the study of the Middle East

**To read and view:** Online Module 2

Edward Said. 1979. *Orientalism*. New York, Vintage Books: 1-28, esp. 1-15 (posted on Canvas)

Lila Abu-Lughod. 2002. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others" *American Anthropologist* 104 (3): 783-90 (find via UNT Library's e-resources)

Dr. Özlem Altıok's Middle East Politics through Film Syllabus



**To do:** Reading Quiz 2 (30 points) & Non-graded Discussion

**Non-graded Discussion:** How would you answer the provocative question Abu-Lughod poses in the title of her article? Using your own words, summarize her main argument. Can you see how her argument draws on a critique of orientalism (your other reading for this week)?

### Week 3: September 7 - 13 (Submit all assignments by Sunday)

#### Module 3: Islam in history

**To read:** Online Module 3

Karen Armstrong. 2002. *Islam: A Short History*. Selected pages posted on Canvas.

James Gelvin. 2020. Chapter 1: From Late Antiquity to the Dawn of the New Age in *The Modern Middle East*. 5<sup>th</sup> edition.

**Required film:** Inside Islam. 2002. History Channel. Film is available online at <https://www.youtube.com/watch?v=tU8p2fBN8xY>

**To do:** Reading Quiz 3 (30 points)

### Week 4: September 14 - 20 (Submit all assignments by Sunday)

#### Module 4: The Middle East in the Age of Empires

**To read:** Online Module 4

Gelvin. Ch 2. "Gunpowder Empires"

Lady Mary Wortley Montagu (1993). *Turkish Embassy Letters*. Introduction, esp. xxvi-xxxiv. Read 57-60 (the *hamam*); 69-73 (freedom of movement); 113-20 (visit to Sultana); 133-37 (a happy captive).

Gelvin Ch. 3 "The Middle East and the Modern World System"

**To do:** Quiz 4 (30 points)

### Week 5: September 21 - 27 (Submit all assignments by Sunday)

#### Module 5: Colonialism and economic and political transformation: Egypt and Tunisia

**To read and watch:** Online Module 5

Gelvin. Ch. 4, 5 & 6 "War, Diplomacy and the New Global Balance of Power" "Defensive Development" (read these for the main actors/events/arguments) & "Imperialism" (read 89-92, & the section on Egypt, pp. 96-100)

Gelvin. Ch. 12. "State Building by Revolution and Conquest" (pp. 208-210 on Egypt) & Ch. 18. "Resistance"

Required film: Feminism Inshallah and The Yacoubian Building

**To do:** Quiz 5 (30 points) & Discussion 1 (50 points)

**Discussion 1:** Based on what you learned from watching Feminism Inshallah, how have women fared in Egypt and Tunisia since these countries gained formal independence from Britain and France? How is gender important in understanding the politics of Tunisia and Egypt? How have ideas about gender been framed by reference to religion (different interpretations of the same religion) in these countries?

Also note down, for later, how Saudi Arabia's influence is discussed in this film particularly after 1967. It is very relevant to developments and countries we will discuss later in the course.

**In addition, discuss briefly Yacoubian Building:** What social categories seem to be important in contemporary Egypt as depicted in the feature film Yacoubian Building? Which of the characters and/or events did you relate the most or least to? Explain.

## **Week 6: September 28 – October 4 (Submit all assignments by Sunday)**

### **Module 6: Economic and Political Transformation: Algeria**

**To read:** Online Module 6

Gelvin. "Algeria: A Settler Plantation Colony" in Ch. 6 "Imperialism" (pp. 89-95), & pp. 175-177 in Ch. 10 "Constitutionalism" & pp. 324-336 in Ch. 18 "Resistance"

Required film: The Battle of Algiers

**To do:** Quiz 6 (30 points) & Discussion 2 (50 points)

**Discussion 2:** The Battle of Algiers is a classic. Write a brief essay answering the following? What is this film about? Who are the principal sides and actors? Who are the protagonists and villains? What is the most important question that the film raises for you as a student of international studies today?

## **Week 7: October 5 – October 11 (Submit all assignments by Sunday)**

### **Module 7: Turkey: Past and present**

**To read:** Online Module 7

Gelvin. Ch. 9 (only pp. 155-157) & Ch. 12. "State Building by Revolution and Conquest" (the section on Turkey and Iran, pp. 212-221)

Required films: Reeve, S., Mitchell, C., & British Broadcasting Corporation (2017). *Turkey: Series 1, Episode 1*. <https://libproxy.library.unt.edu:4498/watch/gallipoli-to-the-syrian-border>

Reeve, S., Mitchell C & BBC. 2017. *Turkey: Series 1, Episode 2*.

<https://libproxy.library.unt.edu:4498/watch/taurus-mountains-to-istanbul>

**To do:** Reading Quiz 7 (30 points) & Discussion 3 (50 points)

**Discussion 3:** What did you learn from these BBC documentaries about contemporary Turkey? What did you see in the film that confirmed what you read so far about the country? What surprised you or contradicted what you had learned/read? Did anything lead you to revise your thinking? In formulating your response, start with your assessment of the entire documentary (2-3 sentences), and then focus on and *analyze* 1-2 characters or events that stood out to you.

## Week 8: October 12 – October 18 (Submit all assignments by Sunday)

### Midterm preparation

**To read:** Midterm Study Guide

**To do:** Midterm due by October 18 (150 points)

You will need to submit your research topic or question to me by October 11 *at the very latest*.

## Week 9: October 19 – October 25 (Submit all assignments by Sunday)

### Module 8: Iran: Past and present

Gelvin. Re-read Ch. 12 (pp.212-221), & the sections on Iran in Ch. 16 “Oil” (pp. 294-297) & Ch. 17 US in the Middle East (read p. 310 only) & Ch. 18 “The Iranian Revolution” (pp. 324-329)

Required film: Persepolis and A Separation and/or the short film The Candidate (pending streaming rights)

**To do:** Quiz 8 (30 points) & Discussion 4 (50 points)

**Discussion 4:** What did the film(s) you watched teach you about Iranian history and society that you did not know before taking this class? Discuss how women are represented in this film/these films. Are they portrayed as victims or agents or symbols or...? Which events and characters did you find most compelling and important?

## Week 10: October 26 – November 1 (Submit all assignments by Sunday)

### Module 9: Iraq, Syria, Palestine and Israel

**To read:** Online Module 9

Gelvin. Introduction (pp. 1-4) Ch. 11 “State Building by Decree” & Ch. 14. “The Israeli-Palestinian Conflict”

Zach Beauchamp. 2014. How the US, its allies and its enemies all made ISIS possible. Vox.

<http://www.vox.com/2014/8/25/6065529/isis-rise>

Rabaia Yoke et al. 2014. “Sick or Sad? Supporting Palestinian Children Living in Conditions of Chronic Political Violence” *Children & Society* (find using UNT library’s e-resources)

**Required film:** Film TBD and Anna Baltzar’s 2017 Ted talk on “neutrality”

**To do:** Quiz 9 (30 points) & Discussion 5 (50 points)

**Discussion 5:** What are some aspects of life under Israeli occupation in contemporary Palestine? Can you draw some analogies to your lived experience? For e.g. Could you imagine yourself or your parents or grandparents being subjected to similar treatment here? And what kinds of situations *can* you imagine? Are there past events you were reminded of while watching this film? Explain. As always, in constructing your discussion post/short essay, you should cite explicitly from at least two of your readings.

## **Week 11: November 2 – 8 (Submit all assignments by Sunday)**

### **Module 10: Saudi Arabia, Qatar and other Gulf States**

**To read:** Online Module 10

Gelvin Ch. 12. "State Building by Revolution and Conquest" (section on Saudi Arabia, pp. 210-212).

Gelvin. Ch. 15 "The Autocratic State" & Ch. 16 "Oil"

**To do:** Quiz 10 (30 points)

## **Week 12: November 9 – 15 (Submit presentations by Sunday)**

You are expected to (virtually) present the findings from your research. You will need to submit two documents:

1) a text document including all of your slides and notes. This should be a simple copy-past of your text and words as you will present them in the video or audio presentation that you will submit. The formatting is not very important. You will submit this through Turnitin and I will use this as one measure of the originality of your work. This document should include all the references.

2) A video or audio presentation not to exceed 15 minutes. The final slide or portion of your presentation should list all of the sources you used in your research. More instructions on how you can record these presentations will be posted.

### **Useful resources:**

Ten steps for writing research papers <http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf>

How to convert your paper into a presentation [http://twp.duke.edu/uploads/media\\_items/paper-to-talk.original.pdf](http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf)

Tips for successful academic paper presentations <http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html>

## **Week 13: November 16 – 22 (Submit research papers by Sunday)**

You will need to submit your research papers using the Turnitin link posted on Canvas. The research papers should have and answer a clear research question. Resources on writing research papers and how to present them are included below. You will need to submit your research topic or question to me by October 11.

Writing a research paper

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/research\\_papers/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html)

Genre and the research paper

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/research\\_papers/genre\\_and\\_the\\_research\\_paper.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)

## Student Support Services

UNT provides many resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT's Dean of Students' website](http://deanofstudents.unt.edu/resources_0) offers a range of on-campus and off-campus resources to help support sexual assault survivors ([http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0)). Contact UNT's Student Advocate at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students' office at 940-565-2648.
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear, let me state that I will not tolerate academic dishonesty. You commit plagiarism if you:

- 1) reproduce verbatim (or almost verbatim) another author's words, without using quotation marks and/or without providing a citation; or
- 2) use another's ideas (even if you don't use their precise words) without providing citation.

I adhere to and enforce UNT's policy on academic dishonesty (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review UNT Policy Manual Section 18.1.16, which is located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf) I address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy.

In most cases, if I find that you plagiarized, you will receive a 0 for that assignment and report the violation. If this problem occurs more than once, you might fail this course.

Appeals: Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

#### Americans with Disabilities Act (ADA) Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

#### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

#### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about a student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention if you would like additional information.

#### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

#### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

#### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted.

#### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault,

working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

#### Important Notice for F-1 Students taking Distance Education Courses

The pandemic caused by COVID-19 and the government's policies have complicated the lives and studies of international students. From federal guidelines publicized on July 24, 2020, this is what we know:

1. Continuing students defined as F-1 students who were enrolled in Spring 2020 (including U.S. transfer students and UNT students changing their degree level in Fall):
  - a. Allowed to enroll in 100% online/remote coursework
  - b. Must continue to be enrolled full time (9 credit hours for graduate students/12 credit hours for undergraduate students)
  - c. Can re-enter the U.S. for Fall 2020 and pursue 100% online coursework if they departed in Spring or Summer 2020
2. Newly Admitted Students Outside the U.S. defined as students who were not enrolled in the U.S. in Spring 2020:
  - a. Can enter the U.S. for Fall 2020 if at least one course for credit is face-to-face, partially remote, or partially online
  - b. If coursework is only offered 100% online, newly admitted students outside the U.S. in Spring 2020 would need to either enroll remotely or defer their admission to a later term
3. If UNT returns to 100% remote learning during Fall 2020 in response to COVID-19, all active F-1 students can remain in valid immigration status and stay in the U.S.

Please contact the UNT International Student and Scholar Services Office telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu) to get clarification on policies that may impact you as an international student.

#### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

#### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

I do not typically use student work in my classes. If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.