

RelS / Anth / MdES 145
Middle Eastern Traditions
Fall Semester, 2010

Course Information

Instructor:	Dr. Mira Z. Amiras
Department:	Comparative Religious Studies Program, Humanities Department
Course Codes:	Anth 145: 48558 RelS 145: 47182 MdES 145: 48559
Class Time / Location:	Thursdays 1:30 – 4:15 in DMH 149B
Office Hours:	Wednesdays and Thursdays 4:30-5:30 PM
Office Locations:	Clark Hall 437 Humanities Office for my mailbox: Clark Hall 419
Office Phone:	408 924-1364
Department Fax:	408 924-4372
E-mail:	mira.amiras@sjsu.edu mira.amiras@me.com (preferred)
Preferred Contact:	Office hours / email Please do not email drafts or assignments
Faculty Website:	http://sjsu.edu/people/mira.amiras/ Download class assignments here

Course Description

This course focuses on the Middle East and North Africa as a complex culture area encompassing shared and competing values, religious traditions, ethnicities, and ecological concerns. The goal of the course is to give students a framework for understanding, and even predicting, the lines of religious, cultural, and political conflict and alliances within the region and in the larger global context. We will begin by examining longstanding traditional patterns that persist, and are shared across ethnic, religious and regional boundaries. We will then explore the contribution this shared legacy has made to contemporary disputes in the region. In addition, we will examine cycles of religious revitalization, (and so-called fundamentalisms), competing ideologies, relations between minority and majority populations, and the legacy of pre-colonial, colonial, and post-colonial experiences on the peoples of the Middle East, as well as cultural, historical, and psychological dimensions which contribute to understanding—and misunderstanding—the complex dynamics of the region. The course will conclude with consideration of the viability of competing potential resolutions to current controversies in the region.

Prerequisites

G.E. Status: Middle Eastern Traditions is an upper division G.E. course. It has a significant amount of reading and writing, and requires passage of the WST. In addition, completion of 100W is required—although in the Fall Semester, 100W may be enrolled in concurrently with this class. Courses used to satisfy Areas R, S and V of SJSU's G.E. studies must be taken from three different SJSU departments.

Required and Recommended Readings

Select books from each of the 3 categories below:

First Reading:	Select ONE book from those listed below, after examining <u>at least three</u> of the following (See First Research Project)
Bates and Rassam	PEOPLES AND CULTURES OF THE MIDDLE EAST
Cleveland, Wm.	A HISTORY OF THE MODERN MIDDLE EAST
Coon, C.	CARAVAN: THE STORY OF THE MIDDLE EAST
dePlanhol, X.	THE WORLD OF ISLAM
Eichelman, D.	THE MIDDLE EAST AND CENTRAL ASIA: AN ANTHROPOLOGICAL VIEW
Fromkin, D. et.al.	CRADLE AND CRUCIBLE: HISTORY AND FAITH IN THE MIDDLE EAST
Gerner/Schwedler	UNDERSTANDING THE CONTEMPORARY MIDDLE EAST
Held, C.	MIDDLE EASTERN PATTERNS
Howe, S.	EMPIRE: A VERY SHORT HISTORY
Ibn Khaldūn, A.	AL-MUQADDIMAH—AN INTRODUCTION TO HISTORY
Issawi, C.	THE ECONOMIC HISTORY OF THE MIDDLE EAST 1800-1914 (Readings)

Khoury/Kostiner	TRIBES AND STATE FORMATION IN THE MIDDLE EAST
Lewis, B.	MIDDLE EAST: A BRIEF HISTORY OF THE LAST 2000 YEARS
Lewis, B.	THE MULTIPLE IDENTITIES OF THE MIDDLE EAST
Longrigg, S.H.	THE MIDDLE EAST: A SOCIAL GEOGRAPHY
Nydell, M.	UNDERSTANDING ARABS: A GUIDE FOR MODERN TIMES
Palva and Viktor	THE MIDDLE EAST: UNITY AND DIVERSITY
Shiloh, A.	PEOPLES AND CULTURES OF THE MIDDLE EAST
Sweet, L.	PEOPLES AND CULTURES OF THE MIDDLE EAST (2 Vols)

Second Reading:**Select ONE book from those listed below**

Abinader, E.	CHILDREN OF THE ROOJME (Lebanon / USA)
Alavi, N.	WE ARE IRAN: THE PERSIAN BLOGS
Boddy, J.	WOMBS AND ALIEN SPIRITS (Sudan)
Buonaventura, W.	SERPENT OF THE NILE: WOMEN AND DANCE IN THE ARAB WORLD
Delaney, C.	THE SEED AND THE SOIL (Turkey)
Dumas, F.	FUNNY IN FARSI (Iran / USA)
El Saadawi, N.	THE HIDDEN FACE OF EVE (Egypt)
Fernea, E.	GUEST OF THE SHEIKH (Iraq)
Fernea, E.	WOMEN AND FAMILY IN THE MIDDLE EAST
Garnett, L.	THE WOMEN OF TURKEY AND THEIR FOLKLORE (Jewish & Muslim Women)
Garnett, L.	THE WOMEN OF TURKEY AND THEIR FOLKLORE (Christian Women)
Haeri, S.	THE LAW OF DESIRE (Iran)
Khosravi, Sh.	YOUNG AND DEFIANT IN TEHRAN (Iran)
Lazreg, M.	THE ELOQUENCE OF SILENCE (Algeria)
Mai, M.	IN THE NAME OF HONOR: A MEMOIR (Afghanistan)
Marshall, J.	FROM BAGHDAD TO BROOKLYN (Iraq / USA)
Mernissi, F.	THE VEIL AND THE MALE ELITE (aka: WOMEN AND ISLAM)
Mernissi, F.	SCHEHERAZADE GOES WEST
Nafisi, A.	READING LOLITA IN TEHRAN (Iran)
Patai, R.	TENTS OF JACOB: THE DIASPORA, YESTERDAY AND TODAY
Satrap, M.	PERSEPOLIS (Vols 1 and 2) (Iran / Europe)
Stratton, A.	MUJAHABABES (Middle East)
Spiro, M.	KIBBUTZ / CHILDREN OF THE KIBBUTZ (Israel)
Talmon, Y.	THE KIBBUTZ (Israel)

Third Reading:**Select TWO books from those listed below**

Bailin, Y.	THE PATH TO GENEVA
Fanon, F.	A DYING COLONIALISM
Fromkin, D.	A PEACE TO END ALL PEACE
Geertz, C.	ISLAM OBSERVED
Gorenberg, G.	THE ACCIDENTAL EMPIRE THE END OF DAYS
Halevi, Z.	THE ANOINTED (novel)
Hosseini, Kh.	THE KITE RUNNER (novel)
Khalidi, R.	RESURRECTING EMPIRE
LeVine, M.	HEAVY METAL ISLAM WHY THEY <u>DON'T</u> HATE US
Randal, J.	GOING ALL THE WAY
Segev, T.	ONE PALESTINE COMPLETE
Shipler, D.	ARAB & JEW: WOUNDED SPIRITS IN THE PROMISED LAND
Said, E.	COVERING ISLAM along with: Shaheen's REEL BAD ARABS
Said, E.	ORIENTALISM THE QUESTION OF PALESTINE
Tolan, S.	THE LEMON TREE
Wright, L.	THE LOOMING TOWER: AL QAEDA—9/11

Course Requirements

Class will meet Thursdays from 1:30 to 4:15 PM in DMH 149B. Lectures, discussion, films, and slides will follow the course syllabus and include your individually selected assigned readings. Since the required readings cover only a small part of the material tested, regular participation in class is essential. Please be prompt. Participation is expected, and will be evaluated along with written work in determining final grades. Note that we will diverge from the syllabus schedule when topics require more discussion than originally allocated. Please read THE COURSE GUIDELINES for further information. It can be downloaded from the MIDDLE EASTERN TRADITIONS link to be found at:

<http://www.sjsu.edu/people/mira.amiras/>

Please download course materials and staple Cover Sheets to the front of your assignments.

Click on 'COURSES' at the top of the page. Then click on 'Middle Eastern Traditions.' All Course Assignments, Guidelines and Cover Sheets will be posted except quizzes and exams.

Grading

Class Participation	100 points	100 points
5 In-Class Short Quizzes (no make-ups for these)	20 points each	100 points
Library Research Project	100 points	100 points
In-Class Presentation of Research Project	100 points	100 points
Final Examination	100 points	100 points

Participation: Participation is a key component of this class. Your contribution in class should be insightful, analytical and non-prejudicial. Respectful attention to and consideration of the thoughts of others are both highly valued. Participation in in-class activities is also taken into consideration. Credit for participation is additionally important in assessing borderline grades and may be used to raise the final grade of students whose contributions significantly enhanced class process and understanding.

In-Class Quizzes: These will consist of short questions based upon lectures, readings, slides, films, and/or in-class activities. Quizzes are almost always given right at the beginning of class. If you arrive late, note that you will not be given extra time to complete your quiz. Each quiz will only be given once; they may not be taken early or late, be rewritten, resubmitted or made up in case of absence. If you miss a quiz, you miss it.

For your 2nd Quiz: To prepare for the second quiz, be sure to have examined at least four of the books in the first Required Readings before selecting your text for the semester. You will be asked questions about the four, and what criteria you used in making your selection. Be prepared to discuss (briefly) all four of the readings. Note: You are not expected to have read all four, but to have examined them.

Library/Independent Research Assignment: This assignment documents examples of good will relations between ethno-religious populations in the Middle East. It documents their importance to global, regional and/or ecological concerns. Topics must be well researched (not downloaded) and be accompanied by your source materials. Evaluate how authoritative, legitimate and reliable are your sources. The assignment will be posted online and discussed in class (and see below). This assignment will be written up and also will provide the foundation for your class presentation. Individual papers and presentations only. Be sure to start this assignment early in the semester!

Student Presentation: Your presentation must go beyond description to analysis of at least some of the complexity of the dynamics explored in your library research assignment. Make your topic as specific as possible, find out everything you can about your given subject, and then focus your presentation on why it is important for us to look at/better understand the problem you are exploring. Instructions and Cover Sheet for your Research Assignment will be posted online.

Final Exam: The final exam will be either an in-class exam or a take-home essay to be typed, in part, directly on the exam sheet provided. It will encompass the entire course. The Final Exam Cover Sheet will be handed out within the last two weeks of our regularly scheduled classes and will be due/or be given in class during our scheduled final exam period. If there is a scheduling problem, the exam will be shifted to the last day of class. We will meet for the entire duration of the scheduled exam period. Do not leave papers in the office or the hallway or slipped under my office door. Make sure your name (and exam) is legible, staple extra pages together, and be sure to keep a copy of your work. It's a good idea to think about the exam questions for a day or two, revise your thoughts and drafts, and only then print out your final exam answers. If you miss class and do not receive the Final Exam, note that it will not be posted or emailed to you. Instead, you will be given an entirely different Final Exam to complete.

Incompletes and Late Work: You are welcome to turn in papers early if you know that you will be away on a due date. No late work will be accepted. If you miss an assignment, you will receive no points for it. Except in the case of documented emergencies, no Incompletes will be given.

Guests: This class is for registered students only. Guests are not permitted in the class without the prior consent of the instructor. 'Prior' means at least a week in advance—not minutes before class starts with your guest already present. Admitted guests should observe quietly, and be respectful of all speakers, students, course material and activities.

Questions on Course Materials: Assignments will be posted online. If you have any questions about course materials and/or assignments please ask in class, in office hours, or contact me by email. If you have a problem accessing posted material, please contact me by email and I can send you the posted material in a different format.

G.E. Area V Learning Objectives

CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING

Learning Objective 1

Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

This learning objective will be met by systematically comparing cultural cosmologies, economies and worldviews found throughout the Middle East and North Africa, especially in Part I of the course. In addition to lectures, your first and second readings cover these topics. Your first and second quizzes and essays address this objective.

Learning Objective 2

Students shall be able to identify the historic context of ideas and cultural traditions outside the U.S. and how they have influence American culture.

Part II of the course addresses this learning objective, as do all of your required readings. Here, specific case studies will be considered in their pre-colonial, colonial, and post-colonial manifestations, where appropriate. The shift of movements from outside the U.S. to inside the U.S. will be considered. Examples range from Ibn Khaldûn's medieval Islamic worldview of 'oscillating elites' to Emmanuel Wallerstein's 'world systems theory,' from the Israeli kibbutz movement to the People's Temple, and sustainable collectivist communities in the U.S., and how social movements in the Middle East and North Africa have impacted U.S. society and culture. Class quizzes will address this objective.

Learning Objective 3

Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Part III of the course explicitly addresses this learning objective, as do all three required readings options (and many of the extra-credit readings as well). Samples of problems we explore in MIDDLE EASTERN TRADITIONS include: 1) indigenous responses to internal and external imperialisms and colonial rule, 2) mass movements from the Diaspora to al-Qa'eda to ethnic/religious struggles for liberation, 3) strains and constraints of worldview from the ancient Near East to the contemporary Middle East, 4) consideration of other fractured, contentious, and dominated societies in global and post-global distress—examples from the Holocaust to the Iranian Revolution, and the question of Palestine. Competition between worldviews—and the consequences of these conflicts—is a theme that runs throughout the course, but comes to a head in Part III of the course. The third set of required readings specifically focus on this problem. The second research project and presentation address these concerns.

The Final Exam in MIDDLE EASTERN TRADITIONS is cumulative, and addresses all of the G.E. learning objectives covered throughout the term, in addition to the specific learning objectives embodied in the course itself.

Schedule of Lectures

Week	Topic	Assignments/Due Dates
Aug 26	<p>INTRODUCTION TO MIDDLE EASTERN TRADITIONS</p> <p>Overview of Middle Eastern Traditions. Course requirements, readings, assignments and expectations. Questions on how to approach the material. What and where is the Middle East anyway? What are Middle East ‘traditions’? Introductions.</p>	<p><u>8/26</u></p> <p>Begin to review, select and order all of your Mideast Readings</p>
<p>Part I SHARED TRADITIONS: THE COMMON GROUND</p>		
Sept 2	<p>IBN KHALDUN AND MODELS OF THE MIDDLE EAST AND THE ‘WEST’</p> <p>Models of the Middle East as a ‘mosaic’ of peoples, cultures and religions compared to more dynamic models, such as the ‘chakchouka’ model and how it works. The utility and limitations of Ibn Khaldun’s model. The concept of ‘<i>assabiya</i> in maintaining strong, binding loyalties within distinct traditions. The role of religion in the formation of identity. Why bother studying this medieval Islamic scholar today? What makes Ibn Khaldun’s ideas useful as both an introduction and an organizing principle for this class?</p>	<p><u>9/2</u></p> <p>Select and order readings.</p> <p><u>Begin First Reading</u> <u>Read this text throughout the term</u></p> <p>Peruse second reading.</p> <p><u>Research assignment posted.</u></p> <p><u>First Quiz</u> automatic 20 pts</p>
Sept 9	<p>KINSHIP AND AFFINITY—HONOR, SHAME AND POLITICS</p> <p>Tribalism, nomadism and the so-called ‘pure’ bond of kinship. Concepts of ‘blood,’ ‘blood feud,’ unity, and relations between nomads/sedentary peoples. The idea of segmentary opposition. Honor, shame, loyalty and revenge at the levels of the family, village, ethnic/religious group, the state, and beyond. Implications of honor and shame in contemporary political behavior.</p> <p><i>Recommended films:</i> GRASS / PEOPLE OF THE WIND / GABBEH / THE BAKHTIARI / LAWRENCE OF ARABIA /</p>	<p><u>9/9</u></p> <p>First reading. Continue second reading.</p> <p>The film GRASS will be shown in class.</p> <p><u>Begin to watch films selected from those listed throughout the syllabus</u></p>
Sept 16	<p>GENDER, VALUES, VEILS, AND STEREOTYPES</p> <p>The pros and cons of sexual segregation. Theories of male and female sexuality as they relate to honor and shame and gender relations. Local, regional, religious, and international views of male and female circumcision. ‘Traditional’ veiling and the <i>hjab</i>: is veiling distinctively Muslim? Changing patterns and influences on gender relations and religious forms of modesty. The manipulation of cultural symbols. Sex, lies, and videotape’ Middle Eastern style.</p> <p><i>Recommended films:</i> LATE MARRIAGE / I LOVE YOU ROSA / HAFAOUINE / ARAB LABOR (sitcom) / STRANGERS / ARRANGED / HA-SADOT</p>	<p><u>9/16</u></p> <p>Continue second reading.</p> <p><u>Be prepared to discuss your first book in class.</u></p> <p><u>Second Quiz</u></p>

Schedule of Lectures

Week	Topic	Assignments/Due Dates
Sept 23	<p>THE BOND OF LAND, THE PROBLEM OF WATER The attachment to the land, the village, the place. From nomadic territory to peasantry and agriculture. Life of the fellahin. From sedentary rural life to holy places. Background to the problem of the Holy Land. Pre-colonial and colonial relations to resources. Wittfogel's ideas about land, water, power and religion applied to the Middle East and North Africa.</p> <p><i>Slides in class:</i> LAND AND FAMILY LIFE IN RURAL NORTH AFRICA</p>	<p><u>9/23</u> Continue with Second Reading.</p> <p>Slides on the Fellahin of Tunisia shown in class today.</p>
Sept 30	<p>TBA TBA</p>	<p><u>9/30</u> Continue Readings.</p>
Oct 7	<p>THE LEGACY OF ABRAHAM: JEWISH IDENTITY, CHRISTIANITY AND ISLAM What makes Jewish identity different from Christianity and Islam? The evolution of interwoven monotheisms in the Middle East. Similarities and differences between Judaism, Christianity and Islam. The 'am and the 'umma. The goal and role of the Islamic State and the status of minority religions under Islam.</p> <p><i>Recommended films:</i> THREE FAITHS, ONE GOD / A HISTORY OF GOD / WAS CHRIST CRUCIFIED? (DEEDAT-CLARK DEBATE) / THE SECRETS /</p>	<p><u>10/07</u> Continue with Second Reading. Begin Third Readings (Reminder: Read 2 books from 3rd category).</p> <p><u>Third Quiz</u></p>
Oct 14	<p>UNITY, DIVERSITY AND RIVALRY IN ISLAM Islamic unity and diversity within and beyond the Middle East. Sunni, Shi'a, and Sufi traditions. The rise, decline, and transmutation of "popular" Islam. Importance of the Iranian Revolution to contemporary Islam and the Middle East.</p> <p><i>Recommended films:</i> THE MESSAGE / TRUE ISLAM VS FITNA (THE MOVIE) / INNER LIFE: TRADITIONAL WORLD OF ISLAM / TURNING (WHIRLING DERVISHES OF TURKEY) / DERVISHES OF KURDISTAN</p>	<p><u>10/14</u> Continue with Second and Third Readings</p> <p><u>Research and Presentation (Tentative) Topics due today. Sign up for Presentation Date / Time.</u></p>
<p>Part II CONTEMPORARY SOCIETY / COMPETING IDEOLOGIES</p>		
Oct 21	<p>RELIGIOUS AND ETHNIC DISTINCTIONS: BEYOND SHARED LEGACY Ethnic minority and majority populations. Relations between populations after major demographic shifts. Overview of significant distinctions between peoples and cultures of the Middle East and North Africa. The overlap of ethnicity and religion. Expatriates, exiles, and emigrants.</p> <p><i>films:</i> MADAME ROSA / MONSIEUR IBRAHIM / ADIEU MÈRES (GOODBYE MOTHERS) / FORGET BAGHDAD: JEWS AND ARABS- THE IRAQI CONNECTION /</p>	<p><u>10/21</u> Continue Second and Third Readings.</p> <p><u>Fourth Quiz</u></p>

Schedule of Lectures

Week	Topic	Assignments/Due Dates
Oct 28	<p>MINORITY RELIGIONS AND COMPETING IDEOLOGIES What is a minority 'religious population' in the Middle East? The complex links, alliances, and competitions between religious populations. Problems of religious demographics. <i>Dhimmi</i> and the <i>millet</i> system. The birth and genesis of the State of Israel. Competing ideologies from nationalism to feminism to capitalism, and more. Post-nationalist identities.</p> <p><i>Recommended films:</i> DHIMMIS / ARAB AND JEW: WOUNDED SPIRITS IN THE PROMISED LAND / CUP FINAL / DIVINE INTERVENTION / TALKING WITH THE ENEMY / TURNING MUSLIM IN TEXAS /</p>	<p><u>10/28</u> Second and Third Readings</p>
Nov 4	<p>THE MIDDLE EAST IN GLOBAL SOCIETY: VARIATIONS ON A THEME The rise of the Jewish State in the Arab Levant. Utopian Zionism in the Promised Land. Jewish identity and the State of Israel. The disappearance and reemergence of Palestine. Palestinian and Arab nationalism, regionalism, and religious revival movements. Attempts to rebuild an Islamic State. Ethnic cultural and indigenous liberation movements. The Pomack 'solution' and Kurdish and Berber debates as emblematic of indigenous approaches to globalization. Violence, political styles and the art of diplomacy. How Ibn Khaldûn can help us re-envision the contemporary Middle East and North Africa.</p> <p><i>Slides in class:</i> SADDAM'S IRAQ AND DREAMS OF A NEO-NEO BABYLONIAN EMPIRE <i>Recommended films:</i> THE 13TH WARRIOR / THE SIEGE / PARADISE NOW / THREE KINGS / PERSEPOLIS / WALK ON WATER / STRANGERS /</p>	<p><u>11/04</u> Finish all Readings</p> <p>Slides shown in class today</p> <p><u>Fifth Quiz</u> <u>Will include films and slides you have watched throughout the term, both in class and on your own from those listed in the syllabus</u></p>
<p>Part III CONTEMPORARY CONFLICTS / THE NOTION OF 'LINKAGE' Be sure you have signed up for a presentation date/time</p>		
Nov 11	<p>STUDENT PRESENTATIONS This day may be used in part to discuss readings, review, summarize, address questions, and catch up on material we may not have covered. Please be sure to bring your questions.</p> <p>BEGIN STUDENT PRESENTATIONS.</p>	<p><u>11/11</u> Finish all Readings <u>Be prepared to discuss all of your readings in class.</u></p>
Nov. 18	<p>TBA TBA</p>	<p><u>11/18</u> Finish up research and prepare for your presentations.</p>

Schedule of Lectures

Week	Topic	Assignments/Due Dates
Nov. 25	THANKSGIVING — NO CLASS	
Dec. 2	STUDENT PRESENTATIONS Please take notes on all student presentations and ask questions that you may have.	<u>12/02</u> Student Presentations.
Dec. 9	STUDENT PRESENTATIONS Please take notes on all student presentations and ask questions that you may have. <u>Receive Final Exam</u> : Note that the Final Exam will not be available online. You must be in class today to receive it.	<u>12/09</u> Student Presentations. <u>Library Research Papers due today for all students.</u> <u>Receive and go over Final Exam.</u>
Dec 13	FINAL EXAM SCHEDULED (12:15–2:30) Note that the Final is scheduled for a MONDAY!	<u>12/13</u> <u>Final Exam in class.</u>

Grading Information

Grading Percentages Breakdown

Grading is not on a curve in this class. See Course Guidelines for additional information about writing requirements, research and analysis, style guides and bibliographic format, and grading.

94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

University, College, or Department Policy Information

Disabilities

Presidential Directive 97-03 requires that students with disabilities register with the Disabilities Resource Center (DRC) to establish a record of their disability.

This syllabus and course assignments posted online are designed to be compliant with SJSU Accessibility Requirements for preexisting courses and accessible to JAWS Readers. If you have additional needs for special accommodation because of a disability, or if you need special arrangements in case the building must be evacuated, please discuss your needs with me at the beginning of the term, either at my regularly scheduled Office Hours or at another time scheduled by appointment, to discuss your needs.

Academic Integrity Policy (from the Office of Judicial Affairs)

From the Office of Student Conduct and Ethical Development: “Your commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” The full policy on academic integrity can be found at: <http://www.sjsu.edu/senate/AS1350.pdf>.

Honor Code: “I have read the Honor Code and agree with its provisions. My continued enrollment in this course constitutes full acceptance of this code. I will NOT:

- Take an exam or quiz, or write a paper in place of someone else, or have someone take an exam in my place, or give my work out to be copied.
- Give information or receive information from another person during a written quiz or exam.
- Use more reference material during an exam or quiz than is allowed by the instructor.
- Plagiarize: i.e., knowingly or unknowingly incorporate the ideas and/or words of another without giving appropriate credit, and representing the product as one’s own work.
- Obtain a copy of an exam or quiz prior to the time it is given.
- Discuss the contents of a quiz or exam with students who have not yet taken the exam in question.
- Alter an exam, quiz or paper after it has been graded, and then return it to the instructor for re-grading.
- Leave the classroom without returning the quiz or exam to the instructor.

Cell Phones: Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Eating: Eating and drinking (except water) are prohibited in the classroom. Students are expected to eat outside of the classroom and/or building. Students who disrupt the course by eating or drinking and do not leave the building are to be referred to the Judicial Affairs Officer of the University.

Computer Use: In the classroom, students are allowed to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as distracting and/or inappropriate (i.e., used for activities that are not class related).

Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Appendix

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

For expectations regarding classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.

See the university policies regarding plagiarism, as that found on Judicial Affairs website at <http://www2.sjsu.edu/senate/plagarismpolicies.htm>

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors.

Please be cognizant of the evacuation plan for the classroom in case of emergency.