ISLAM, BYZANTIUM, THE CRUSADES, AND THE OTTOMAN EMPIRE:
HISTORY OF THE MEDIEVAL MIDDLE EAST

HISTORY 240
Fall 2012, Credit Hours: 3
1:35-2:50, TTh
275 MARB

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Required Textbooks


• Eric Schroeder, Muhammad's People: An Anthology of Muslim Civilization, Dover, 2002. ISBN: 0486425029 (MP) 816 pages


• Christopher Tyerman, The Crusades: A Very Short Introduction, Oxford University Press. 978-0-19-280655-0 144 pages (Cr)


• Al-Ghazali's Path to Sufism: His Deliverance from Error (al-Munqidh min al-Dalal), Publisher: Fons Vitae; see http://www.ghazali.org/books/gz-wat-del.pdf for free copy of Watt’s translation.

Occasional online primary sources (Described in course schedule)

Course Description

This course covers Middle Eastern history from just before the advent of the Prophet Muhammad, to the time of Napoleon (1800 AD). It is not a history of Islam, although Islam is an important part of the history of this region. The Middle East includes the eastern Mediterranean region, and so we shall also be studying the history of Byzantium during the same period, as well as the Crusades. As you shall soon see, the histories of Byzantium and the Ottomans, as well as that of Islam itself, are inseparable. Therefore, we shall center our readings and class discussions around the rise and growth of Islam, Byzantine civilization, the Crusades, the arrival of the Turks and the flowering of Turkish civilization in the Ottoman Empire. Around these poles we shall weave the rest of the region’s history, including the coming of the Mongols, the rise and influence of Islamic intellectual culture, interactions with Western Europe, and so on. It is not practical to present all of these civilizations in a linear manner, so there will be some overlap. I’ll do what I can to keep you straight. You will need to learn a few Arabic terms and names. Lists will be provided. I’ll make every effort to define Arabic terms or write Arabic names out for you, but if I forget, please ask me to do so.
Course Purpose

Our goal is to gain a solid grounding of the vastly complicated history of this region and period. It seems that Middle Eastern history is often “in the news”, so that, whatever your career goals—and I often teach future government employees such as CIA and FBI personnel—a sound background in this region and era will be of great benefit. You will understand better modern political situations (of course) but also how institutions and concepts that we take for granted are rooted in this region. From an academic perspective, this region and period forms the most significant link with our classical past—the civilizations of Greece and Rome—even MORE so that western Europe. You will come to see how classical knowledge, as filtered through these civilizations, made the western Renaissance and the modern world what they became. In sum, the course aims to show that the civilizations of the Middle East (especially Islam), rather than being the enemy “other”, are “sibling” cultures—rivals yes, but enemies, no.

Course Learning Outcomes

Gain an introduction to four pivotal cultures of the medieval Mediterranean world, and see how they connect with the past and with later civilizations, including especially our own. Relates to History Learning Outcome 1

To have the conceptual and historical knowledge to counter tactfully misconceptions about Islam or Byzantium, whether in other courses, reading, media, or the workplace. Relates to History Learning Outcome 2

To practice formulating a research topic and thesis, and organize a viable research strategy, in the same way you will do in Hist 490 (though on a smaller scale). Relates to History Learning Outcomes 3 and 4

To understand the impact of Hellenism on Islam, and how a faith-based culture can accommodate science and philosophy (or not). Relates to History Learning Outcome 5

To achieve a hands-on appreciation for the scientific and technological sophistication of Islamic civilization. (e.g. astrolabe)

To understand the basics of Islamic religion and how it shaped a civilization.

To understand how Islamic civ developed as an amalgam of Islam, and elements of Iranian and Byzantine civilizations.

To understand how Ottoman civ was an evolution of this, as well as how it appropriated and incorporated the defeated Byzantine civ, especially in its imperial self-concept.

To understand the complex issues involved in the Crusades, both religious and political. To be able to trace some of the consequences of the Crusades for the subsequent geopolitical history of Islam, Byzantium, and especially, the Turks.

To appreciate how Islamic civ transformed all of the sciences and phil into more useful forms, subsequently acquired by western Europe, and became the foundation of modern science.

To understand how Islam spread and why. What conseqs for the subjugated peoples.

To appreciate the issue of faith versus reason in Islam. Part of the greater issue of the problem of knowledge in a revealed religion: what are the proper roles of revelation and science?

To appreciate how the conquest of Byzantium drove much Islamic military effort in the early centuries of Islam, as well as in the last centuries of its existence.

To understand Ottoman institutions and how they affected the growth and decline of the empire.
Explain when and why the Ottoman Empire lost its imperial initiative.

**Recommended Study Habits & Tips**

The worst way to study for this course is to wait to the last minute to read the chapter and write the weekly assignments. You should allow yourself time to reflect on what you’ve read, in the light of the prompt questions, and your own analyses. The worst thing you can do is allow yourself to fall behind, since every new chapter and lecture builds upon what has come before, your struggle to catch up will be much greater. I encourage you to find reliable partners or small groups to share notes and observations about the readings.

I shall alert you (in class) which items we’ll focus on in the next class session. I shall make every effort to make the lecture slides available the night before class, so you can print them out to take notes.

**Tips on Using the Syllabus**

Keep this syllabus with your main text. We’ve provided a careful scheduling of readings, lectures and assignments, so pay attention to the due dates. If you must miss class, then prepare accordingly. Please pay attention to the grade breakdown.

**Participation**

Students are expected to be prepared every class period, which means that they have read carefully the assigned texts and have taken careful notes of their observations and reflections. Student preparation will be reflected in the quality of participation in the class discussion. In previous semesters, students who have excelled in this course have done more than the minimum “to get by”, but they have engaged enthusiastically with the readings and the discussions. Excellent students often work together in groups to discuss the readings outside of class, since they understand that the more they talk and think about new ideas, the better they will learn them.

**Assignment Descriptions**

**Term Project**

This is intended to be a small-scale 490 seminar-style paper. Your project must be original for this course. You may not use nor expand on a paper from another course.

**Steps** (percents are fractions of paper total grade)

1. Choose a topic relevant to the region and period of this course. Describe it in a paragraph or two, with a description of what kinds of sources you might use, and what sort of approach you might take.
2. Submit this to me, on paper, as a *Project Proposal Draft* (5%) for my approval.
3. Obtain my approval, in writing. (I’ll read your proposal, and return it to you with comments).
4. Submit *Final Project Proposal*, with thesis, project description, strategies, approaches, etc, along with bibliography, of at least 2 pages. (25%)
5. Submit a *Literature Review* (i.e. *historiography*) (25%) at least 1-2 pages.
6. Submit the *Final Draft* about 10 pages. (45%)

**Hands-On Learning: Demonstrate facility with astrolabe personal computer**

To gain a first-hand appreciation of the scientific and technical sophistication of the period, you’ll assemble an analog computer—an *astrolabe*—from simple components, and learn to perform simple calculations with it. The pattern will be provided for you on Learning Suite, but you must print out, cut, and assemble the pieces. This will also involve having a transparency made of one of the sheets (at one of the campus copy centers). [We’ll devote some class time to discuss the assembly].

**Inspection:** One week prior to our astrolabe lecture, we will be inspecting to see whether you have correctly assembled your astrolabes. Please bring your assembled astrolabe to class that day to show us. You will not be able to complete the rest of the Hands-On unit without a workable astrolabe.
**Quiz on parts:** The astrolabe is a complex mechanism, with several important parts. You’ll be helped by learning them, and being quizzed by matching part names on a diagram.

**Quiz (solutions):** You’ll have a chance to practice what you’ve learned via a take-home quiz, multiple-choice, involving simple solutions done with your astrolabes.

### Analyze and Compare papers (2)

Throughout the semester, I’ll be assigning short writing assignments that invite you to analyze or compare either the primary sources you have been reading, or topics or themes that we’ve been readings about in the textbooks. You must present a clear thesis that takes a stand on the assigned question, and then the most important thing is that you cite specific examples from these sources to support points of your argument. 3-5 pages each.

**Faith and Reason Essay**

Many majors (including History) have now included a *Faith and Reason* component for their graduation requirements. You may use this assignment as the basis of that larger project. We shall read the famous work by al-Ghazali together. Then you will write an essay (at least 5 pages) that engages with al-Ghazali’s ideas. You do not need to agree with him, but you must show evidence of understanding his argument, and to know why you disagree, if you do. You must do more than merely summarize or paraphrase his work. Here are some ideas (not exhaustive) for how to approach al-Ghazali’s ideas. You may: critique them; apply them to your own beliefs and studies; compare them to another approach to the faith and reason question; or, any other form of authentic engagement.

**Writing assignment expectations (A more detailed rubric will be provided later)**

|                      | Excellent                                                                 | Average                                                                 | Poor                                                                 |
|----------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|                                                                     |
| **Content**          | The work demonstrates comprehension of the major features of the history and cultural element. The work demonstrates sophisticated connections across time periods and clearly distinguishes among intellectual currents and major concepts. | The work describes some of the major institutions and/or cultural elements necessary to understand the historical period. The work makes basic connections across time periods and distinguishes among intellectual currents and major concepts. | The work does not identify historical institutions or cultural elements and fails to make connections across time periods. The work does not distinguish among intellectual currents and major concepts. |
| **Grammar & Mechanics** | There are no grammatical errors. The Paper is organized in an easy to read and compelling manner. The thesis statement is compelling and specific. The paper is interesting and enjoyable. | The work clearly follows a thesis statement. There are no grammatical errors. The paper is organized well. The conventions do not distract from the paper. | The work is hard to follow and no clear thesis is demonstrated. The paper seems to have little direction and few supporting details. |
| **Sources**          | All Sources are identified. The paper demonstrates a sophisticated comprehension of the primary text and found other supporting sources. | Some sources remain unknown. The paper demonstrates that the student read the primary text and reviewed other sources. | Sources are not referenced; and it is not evident from the paper that the writer had read any texts in preparation for preparing a thesis or content. |
| **Clarity**          | Paper is clear and easy to follow. Unnecessary details are omitted.       | Paper is clear and easy to follow, though some unnecessary details remain. | The thesis and objective of the paper remains unclear and is cluttered by convention and irrelevant details. |
| **Length**           | 5+ Pages                                                                 | 3-4 Pages                                                              | 1-2 Pages                                                            |

### Classroom Procedures
Learning will be derived from the assigned readings, as well as from the writing assignments. You will have in-class opportunities (and I hope outside of class as well) to try out your ideas with fellow students in discussion. I will use periodic assessments to keep you on track with your reading. Please Note: Access to Blackboard and an email account is essential for this course. Please be sure that your email address or other contact information is current there.

Written assignments will be graded primarily on content, argument, and evidence of careful, analytical reflection. However, the “mechanical” component of your writing — grammar, spelling, proper usage, etc. — will be noted, and penalized if lacking. These papers must follow standard essay format, with an introductory section that presents a clearly formulated thesis; a body section, in which you argue this thesis, citing evidence from the text under discussion; and a conclusion section that appropriately summarizes the paper. Papers are due by the beginning of class on the due date — late papers will be penalized one full grade. If you know you will be gone on the due date, please plan accordingly. All assignments must be typed, double-spaced, 1-inch margins, and 12-point serif typeface. (Serif fonts include: Times, Baskerville, Palatino, etc. If you don’t understand, ask.)

Grading Procedures

Your final grade will be calculated based on the percentages described in the Assignment Breakdown section above. It is therefore in your best interest as well as that of your fellow students to do as well as you can throughout the semester. Grades will be recorded on Blackboard, and it is your responsibility to make sure that the scores posted there agree with what we hand back to you: we make mistakes sometimes.

Assessment Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Compare and Analyze essays (2)</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Term Project (total)</td>
<td>15%</td>
</tr>
<tr>
<td>Faith and Reason essay</td>
<td>10%</td>
</tr>
<tr>
<td>ASTROLABE (total)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Policies

- If you have a medical situation that interferes with your capacity to comply with a deadline, let me know in advance. (That DOES NOT include getting married during the semester, but it may include having a baby).
- No late assignments will be accepted without penalty (with the exception mentioned in the previous point).
- All assignments must be submitted in paper form, in class when they are due. No papers will be accepted via email or under my door or in my mailbox, unless by prior arrangement. You know the due dates: please plan accordingly.
- All written assignments are to be in a serif font, such as Times, 12 point, double-spaced, with 1 inch margins on all four sides. Your name must be in the upper right corner, along with the date and the number or description of the assignment.
- It is your responsibility to make sure that we have recorded your scores correctly.
- No early final will be given, so plan accordingly.
- Please be considerate of your neighbors and refrain from discussion during class. Disruptive students will be asked to leave the class.
- Please do not read the newspaper, sleep, eat, or surf the wireless web while in class. These activities are disrespectful of me and disturbing to your fellow students. If you do not want to pay attention to the lecture or discussion, then please go somewhere else.
- It is your responsibility to read and understand the content of this syllabus or any other handouts I give you, whether in printed form or on Blackboard. If you have questions or concerns about any part of them, please alert me well in advance.
Learning will be derived from the assigned readings, as well as from the writing assignments. Please Note: Access to Learning Suite and an email account is essential for this course. Please be sure that your email address or other contact information is current there.

Written assignments will be graded primarily on content, argument, and evidence of careful, analytical reflection. However, the “mechanical” component of your writing—grammar, spelling, proper usage, etc.—will be noted, and penalized if lacking. These papers must follow standard essay format, with an introductory section that presents a clearly formulated thesis; a body section, in which you argue this thesis, citing evidence from the text under discussion; and a conclusion section that appropriately summarizes the paper.

- Grades will be recorded on the BYU Learning Suite. Learning Suite is a valuable asset to this course; all course materials will be posted there. Please check it regularly for update. Further you will need to ensure that your e-mail address is up to date and capable of receiving notifications form the Learning Suite system.
- All course work is due by the end of class on the day listed in the course syllabus; if there is no class held on that day; assignments must be turned in to Dr. Cooper or TA Trevor Wylie no later than 5:00pm. Late work is accepted, but docked 1 full letter grade unless the tardiness has been pre-approved by Dr. Cooper.
- The Use of non-course related websites or media (Texting, Facebook, Etc.) during class time is not acceptable. Students engaging in such activities will be marked as absent and miss out on any applicable Participation points; Further any assignments due that day will be marked as being late. If students continually violate this policy, we may be required to ban the use of personal computers, tablets, and phones during class time.
- Disruptive students will be asked to leave the class. Please do not read the newspaper, sleep, eat, etc. in class. These activities are disrespectful of me and disturbing to your fellow students. If you do not want to pay attention to the lecture or discussion, then please go somewhere else.
- Students are responsible to have read the material by the beginning of class for which the reading is listed. Failure to do so may affect participation and attendance grades. This policy helps students to keep on schedule. Failure to do so is evident.
- No Early Finals will be given.
- Plagiarism and Academic dishonesty in any form will not be tolerated and will be reported to the Honor Code office. No exceptions.
- Any Form of harassment will not be tolerated.
- All written correspondence must include the Student’s Name, Net ID, Course and Section number, and appropriate salutation. All Correspondence should include a salutation for each person to whom it is sent. (No BCC) Failure to include this information will result in the email being disregarded.
- All printed assignments to hand in must include the Student’s Name, Net ID, Course and Section number.
- Plagiarism and Academic dishonesty in any form will not be tolerated and will be reported to the Honor Code office. No exceptions.
- All assignments must be printed with Black ink, 12 point, double-spaced, with 1 inch margins on all sides. Your name must be in the upper right hand corner, along with the date, section number, and description of the assignment. Should a student be unable to print a document by its due date, they may email a copy to the TA, prior to the end of Class. However, the assignment will not be graded until a printed copy is turned in.
- Each Class period will open with prayer. If you would not like to or are unable to pray please indicate so on the Syllabus Agreement at the end of the syllabus.
- It is your responsibility to make sure that we have recorded your scores correctly.
- It is your responsibility to read and understand the content of this syllabus or any other handouts I give you, whether in printed form or on Learning Suite. If you have questions or concerns about any part of them, please alert me well in advance.
<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class</th>
<th>Primary Reading</th>
<th>Supplementary Reading</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>28-Aug.</td>
<td>Course Introduction</td>
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<tr>
<td><strong>Unit 1: The Islamic Middle East</strong></td>
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<tr>
<td>30-Aug.</td>
<td>E Ch.1: Origins;</td>
<td>Hadith: The Traditions of the Prophet: <a href="http://www.fordham.edu/halsall/source/misc-hadith.html">http://www.fordham.edu/halsall/source/misc-hadith.html</a></td>
<td>MP 1-22; MP 23-144</td>
<td>Turn in FERPA Waiver and Syllabus Agreement</td>
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<td></td>
<td>E Ch.2: Arab Imperialism;</td>
<td>Accounts of the Arab Conquest of Egypt, 642: <a href="http://www.fordham.edu/halsall/source/642Egypt-conq2.html">http://www.fordham.edu/halsall/source/642Egypt-conq2.html</a></td>
<td>MP 145-202</td>
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<td>E Ch.3: Development of Sectarianism</td>
<td>Pact of Umar, (7th Century?): <a href="http://www.fordham.edu/halsall/source/pact-umar.html">http://www.fordham.edu/halsall/source/pact-umar.html</a></td>
<td>MP 203-62</td>
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<tr>
<td>6-Sept.</td>
<td>E Ch.4: Three Caliphates</td>
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<td>MP 263-356</td>
<td>1st Compare and Analyze paper due</td>
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<td>11-Sept.</td>
<td>Islamic Spain</td>
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<tr>
<td>13-Sept.</td>
<td>Astrolabe kits handed out</td>
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<tr>
<td>18-Sept.</td>
<td>Astrolabe quiz</td>
<td>[No readings, but assemble astrolabes.]</td>
<td>MP 445-520</td>
<td>Bring completed astrolabes to class</td>
</tr>
<tr>
<td>20-Sept.</td>
<td>Astrolabe workshop</td>
<td></td>
<td>MP 581-610</td>
<td>Take-home astrolabe quiz due</td>
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<tr>
<td>25-Sept.</td>
<td>E Ch.6: Filling the Vacuum, 950-1100</td>
<td></td>
<td>MP 555-80</td>
<td>Project proposal draft due</td>
</tr>
<tr>
<td>9-Oct.</td>
<td>E Ch.7: Barbarians 1100-1260; E Ch.8: Consolidation of Traditions</td>
<td></td>
<td>MP 611-44</td>
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<tr>
<td>2-Oct.</td>
<td>E Ch.9: Muslim Commonwealth</td>
<td></td>
<td>MP 645-712</td>
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<tr>
<td>4-Oct.</td>
<td>E Ch.10: Mongol Hegemony 1260-1405</td>
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<td>MP 713-816</td>
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<tr>
<td><strong>Unit 2: Faith and Reason</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading Material</td>
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</table>
The Fall of the Latin East  
Ludolph of Suchem: The Fall of Acre, 1291 Philip de Novare: The Crusade of Frederick II, 1228-29: [http://www.fordham.edu/Halsall/source/1291acre.asp](http://www.fordham.edu/Halsall/source/1291acre.asp)  
| Faith and Reason paper due                  |                                                                                  |
| 18-Oct.   | 4th Crusade and after                      | Tyerman Ch. 5-7; Philip de Novare: The Crusade of Frederick II, 1228-29: [http://www.fordham.edu/Halsall/source/1228frederick2.asp](http://www.fordham.edu/Halsall/source/1228frederick2.asp)  
The Fall of the Latin East  
Ludolph of Suchem: The Fall of Acre, 1291 Philip de Novare: The Crusade of Frederick II, 1228-29: [http://www.fordham.edu/Halsall/source/1291acre.asp](http://www.fordham.edu/Halsall/source/1291acre.asp)  
|                                                                                   |                                                                                  |
| 18-20-Oct. | Midterm in Testing Center (no late days)   |                                                                                  |
| Historiography due                                                               |                                                                                  |
| 25-Oct.   | The Islamic Catastrophe and Iconoclastic Response | Byz Ch.6-10; John of Damascus: In Defence of Icons, c 730: [http://www.fordham.edu/Halsall/source/johndam-icons.asp](http://www.fordham.edu/Halsall/source/johndam-icons.asp)  
Iconoclastic Council, 754: [http://www.fordham.edu/Halsall/source/icono-cnc1754.asp](http://www.fordham.edu/Halsall/source/icono-cnc1754.asp)  
<p>| | |
|                                                                                  |                                                                                  |
| 30-Oct.   | Byzantine Outreach: Conversion of the Slavs | Byz Ch.11-15                                                                    | 2nd Compare and Analyze paper due |
| 1-Nov.    | Medieval Recovery and Reconquest           | Byz Ch.16-20                                                                    |                                                                                  |
| 6-Nov.    | The Disaster of the Crusades               | Byz Ch.21-25; Robert de Clari: The Capture of Constantinople, selections:         |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter/Section</th>
</tr>
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<tbody>
<tr>
<td>8-Nov.</td>
<td>Ottoman Rise and Byzantine Fall</td>
<td>Byz Ch.26-28</td>
</tr>
<tr>
<td>13-Nov.</td>
<td>Dawn of the Ottoman Empire</td>
<td>OC Ch.1-5</td>
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<tr>
<td>15-Nov.</td>
<td>The New Byzantium</td>
<td>OC Ch.6-10</td>
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<td></td>
<td>Devshirme - Tribute of Children:</td>
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<td></td>
<td><a href="http://www.fordham.edu/halsall/islam/1493janissaries.asp">http://www.fordham.edu/halsall/islam/1493janissaries.asp</a></td>
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<tr>
<td>20-22 Nov.</td>
<td>No Class</td>
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<tr>
<td>27-Nov.</td>
<td>Ottoman Zenith</td>
<td>OC Ch.11-16</td>
</tr>
<tr>
<td>29-Nov.</td>
<td>The Long Decline Begins</td>
<td>OC Ch.17-20</td>
</tr>
<tr>
<td>4-Dec.</td>
<td>Decline Continues, and Rivalry with Russia; Age of Reform</td>
<td>OC Ch.21-27; OC Ch.28-31</td>
</tr>
<tr>
<td>6-Dec.</td>
<td>Review for Final</td>
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<tr>
<td>10-Dec.</td>
<td>Final Exam (7-10 AM) in classroom</td>
<td></td>
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</tbody>
</table>

**Unit 5: The Ottoman Empire**
Consent to Return Student Work, Grades, and Other Material in a Public Manner

History Department FERPA Waiver

In compliance with the Family Educational Rights and Privacy Act (FERPA), it is the policy of BYU’s Department of History to maintain the confidentiality of student’s records.

I, _________________________________ (NET ID: ___________________), understand that the record of my academic performance at the university is confidential. However, in an effort to maximize instruction time and limit time expended returning student work (assignments, papers, quizzes, exams, and other similar documents), grades, and other material during the semester

_____ I waive my FERPA rights (under these circumstances) and authorize instructor(s), as well as teaching assistants, administrators, and staff members, to:

Place my student work (assignments, papers, quizzes, exams, and other similar documents), grades, and other materials in the classroom for me to retrieve before, during or at the conclusion of class while the professor is present; and/or E-mail my grades, exams and assignments in unencrypted PDF format to my NET ID linked email account.

I understand and accept that other members of the class could potentially view my name and / or scores of my work that is placed in the classroom for retrieval. I further understand that e-mail is not secure and that it could be read or intercepted by others in transit. I knowingly accept these risks and will not hold the University responsible for such.

I also authorize any presentations, essays, and projects to be used by Dr. Cooper as examples for future classes and instruction. I acknowledge that I will be notified prior to this occurring, and may decline the material from being used.

I understand that I may rescind this waiver, in writing to Dr. Cooper or TA Trevor Wylie, at any time.

_____ I do not wish to waive my FERPA rights, please sign below. If you sign below, the student work (assignments, papers, quizzes, exams, and other similar documents), grades, and other materials will be available for return directly from your professor and/or his TA.

_____ STEP 2: Further, I have read and reviewed the Syllabus and Understand the Course Policy and Procedures. I understand that these are subject to change at anytime under the sole discretion of Dr. Cooper.

_____ STEP 3: I elect to NOT be called on for prayer in class.

_________________________________ Student Signature