

HIST 250
Fall 2023
US Relations with Middle East and North Africa

Place: UNIV 201
Day and Time: M-W-F, 10:30 am – 11:20 pm
Instructor: Professor Holden
Student Hours: M & W, 12 pm – 1 pm
Email: sholden@purdue.edu

This course surveys US policy toward the Middle East and North Africa since the Barbary Wars in the early-nineteenth century. It provides students with the background necessary to understand the decisions of American leaders in the past and in the present. Students consider why the US has focused so much attention on the Middle East and North Africa since its independence, and how US policy toward the Middle East and North Africa evolved over time. In this class, I hope to expand student understandings of American interests and values as well as the cultural construction of a region called, since World War II, the Middle East.

Learning Outcomes

- *Topical*
 - To assess continuity and change in US policy in the Middle East and North Africa
 - To apply foreign policy concepts to case studies in the Middle East and North Africa
 - To consider what geographical or cultural features influence regional definitions
- *Analytical*
 - To sharpen skills of critical thinking and problem solving
 - To improve writing skills necessary to pointed arguments
 - To learn more about the skills needed to engage in research
 - To discuss ideas and cultivate confidence in verbal communication.

This class attends to skills critical for making a positive impression on employers: ability to interact with people, problem-solving skills, oral communication, and written communication.

Course Materials and Preparations

The assignment for each class is *underneath* the specific day and lecture. It is under the line Class Preparations. Students should prepare assignments for each topic *before* each class meeting.

Most readings are on Blackboard.

However, students must acquire:

- Frank Lambert, *The Barbary Wars: American Independence in the Atlantic World* (Hill and Wang, 2007).
- Margaret Santelli, *The Greek Fire: American-Ottoman Relations and Democratic Fervor in the Age of Revolutions* (Cornell University Press, 2020).

Course Evaluation:

There will be no formal tests in this class.

Instead, I will provide a series of assignments over the semester to make sure you are thinking about class material while also learning research and writing skills expected by employers in whatever profession you intend to pursue. These assignments are intended to be low stakes, meaning you will have opportunities to get feedback and improve over the course of the semester.

By the end of the semester, you will be conversant in the history of US engagement with the Middle East and North Africa (and the problematic nature of defining and naming this region).

As important (if not more), you will hone your writing skills through focused argument papers, mostly in the form of Op-Eds (750-850 words) written from the perspective of a historic figure.

During the first two weeks of November, we will also devote five classes to increasing your library literacy, i.e., learning how to conduct research as both a scholar and a diplomat. At this time, I will ask you to choose a port city with an American diplomatic presence between 1870 and 1895. We will work with Purdue librarians to figure out what sources you could use to assess what is preoccupying the US consul or ambassador at that time, and then you can write up your findings so as to highlight not just what you found out about the past but also how you came to know it.

I will also ask you to provide a 500-word reflection on the course as a final assignment.

I will count attendance toward your grade. Those who are in every class get an automatic 90. If you will be absent, you should contact me via email so we can communicate about what you missed. If you participate (in class or via email, for those reluctant for any reason to speak in class), you will earn more points toward participation. In class as in other aspects of your professional life, you want to figure out how to engage the materials and ideas of your colleagues.

I have set aside more than enough time to discuss assignments further during the semester.

You will upload assignments as a Word file on Brightspace. You must write it in 12-point typeface, double-spaced, with one-inch margins. You lose five points for each day the essay is late. I will provide guidelines that ensure maximum support in completing the assignments.

Your final grade will be based on the following:

- | | |
|---------------------------------------|-----|
| • Attendance | 20% |
| • reverse outline of Op-Ed, due 9/18 | 5% |
| • Op-Ed #1, due 10/2 | 10% |
| • Op-Ed #2, due 10/16 | 10% |
| • Op-Ed #3, due 10/27 | 10% |
| • Op-Ed #4, due 11/3 | 10% |
| • Library Research Project, due 11/10 | 20% |
| • Op-Ed #5, due 11/27 | 10% |

- Final Reflection 5%

Grading: Each assignment is graded on a scale of 0-100, with final grades based on above %.

A = 94-100
 A- = 90-93
 B+ = 87-89
 B = 84-86
 B- = 80-83
 C+ = 77-79
 C = 74-76
 C- = 70-73

I prefer to be contacted via email. If you contact me, please email sholden@purdue.edu. You should put the course number and query in the subject line (HIST 250, book review query). I would like you to use a formal salutation (Dear Professor Holden:) and close with your full name (Sincerely, Chris Paul). Consider checking grammar and punctuation when writing emails.

If I send questions or cancel a class, I will email the class list and post an announcement.

Foundational Concepts

21 August (M) Course Introduction

23 August (W) Defining American Interests and Values

Class Preparations

Keith Shimko, “Introduction” and “Interests,” in *The Foreign Policy Puzzle: Interests, Threats, and Tools* (Oxford University Press, 2017), xiii-xix and 25-51.

William B. Quandt, “How American Middle East Policy Is Made,” in *The Middle East and the United States: History, Politics, and Ideologies*, 6th ed., David W. Lesch and Mark L. Haas, ed. (Routledge, 2012), 1-14.

Reflection: What is an American interest? An American value? How do these terms differ? Are there enduring American interests and values? Or do interests and values change over time? What do these two authors identify as the various forces that shape US foreign policy in MENA?

25 August (F) Inventing (and Implementing) a “Middle East”

Class Preparations

Roger Adelson, “British and U.S. Use and Misuse of the Term “Middle East,” in *Is There a Middle East?: The Evolution of a Geopolitical Concept*, ed. Michael E. Bonine, Abbas Amanat, and Michael Ezekiel Gasper (Stanford University Press, 2012), 36-55.

Mark Lynch, “The End of the Middle East: How an Old Map Distorts a New Reality,” *Foreign Affairs*, 22 February 2022, <https://www.foreignaffairs.com/africa/middle-east-map-new-reality>

Reflections: What boundaries does Adelson assign to the Middle East? How do interests and values shape American ideas of a Middle East? When did this term emerge? And why?

Commercial Growth in the Early US

28 August (M) Early US Relations with a Vaguely Defined Islamic East

Class Preparations

Lambert, *The Barbary Wars*, 3-48.

Reflections: What are US interests and values discussed by F. Lambert? How does Lambert define the political geography of the region in question? In what ways did he clarify the political geography and overarching stakes of this conflict? And what questions remain to be answered?

30 August (W) Morocco Recognizes US Independence, 1777

Class Preparations

Ben Railton, “Does America Owe Its Existence to France and Morocco,” *Saturday Evening Post*, 23 October 2019, <https://www.saturdayeveningpost.com/2019/10/considering-history-does-america-owe-its-existence-to-france-and-morocco/>.

George Washington to the Emperor of Morocco, 1 December 1789, Gilder Lehrman Collection.

For a typed copy, see <https://founders.archives.gov/documents/Washington/05-04-02-0251#:~:text=It%20gives%20me%20Pleasure%20to,happy%20in%20every%20Occasion%20of>

Lambert, *The Barbary Wars*, 49-103.

Reflection: Why does Railton argue ‘America owes its existence to Morocco.’ How does Lambert help to shed light on the benefits of having Morocco as a ‘Friend’ to the US (in G. Washington’s words)? What does G. Washington state outright, and what seems implied?

1 September (F) Piracy, or Privateering?

Class Preparations

Lambert, *The Barbary Wars*, 105-122.

Reflections: “Piracy” and “privateering” both indicate sea raiding, yet the terms convey very different meanings. US responses to sea raiding in the Mediterranean Sea reveal how critical the act of defining a problem is when shaping potential solutions to resolve it. How did the US define

sea raiding by ships from North Africa? And with what effect. According to Lambert, “pirating in the Barbary States as a capitalist enterprise” (p. 37). Would the US government have agreed?

4 September (M) No Class (Labor Day)

6 September (W) Setting Foreign Policy Precedents

Class Preparations

Lambert, *The Barbary Wars*, 123-155.

Max Boot, “[Savage Wars of Peace](#),” *Hoover Digest*, no. 3 (2002).

8 September (F) How to Write an Op-Ed, Workshop with Dr. Brownell

11 September (M) Remembering 9/11

Class Preparations

review news sites in preparation of this class and find an example of one or two op-eds focused on the anniversary of 9/11. Be prepared to discuss how this cataclysmic event is remembered, discussed, and used to indicate future pathways for American foreign policy in a “Middle East.”

I will provide you with an op-ed that you will be asked *to reverse outline by 9/18*.

13 September (W) Revolutionary Values

Class Preparations

John Foss, “A Journal of Captivity and Sufferings,” in Baepler, *White Slaves*, 71-102.

Reflections: How does Foss’s firsthand account shed light on the Barbary Wars? What does Foss describe as key differences between American captives and North African captors? How do descriptions—of peoples, weather, land, markets, system of justice, religion, etc.—help to convey insights about American interests and values in the early years of US independence?

15 September (F) To the Shores of Tripoli, 1805

Class Preparations

watch film, “The Battle of Tripoli,” History Channel, 2004 (45 min.)

William Eaton to James Madison, Secretary of State, 8 June 1802, in *Naval Documents Related to United States Wars with the Barbary Powers*, ed. Captain Dudley W. Knox (Office of Naval Records, 1944), 166-170.

Reflections: What does the term “savage war of peace” signify in M. Boot’s essay? How would it apply (or not) to what Americans refer to as the Barbary Wars? Does William Eaton’s letter

suggest he would agree or disagree with the necessity of “small wars”? Consider the date that the History Channel released its film on William Eaton? Where do you see events of that time potentially intersecting with and even coloring the historical events presented in the film?

18 September (M) An Emerging, though Junior, Power in the Atlantic World

Class Preparations

reverse outline of op-ed due on Brightspace by 10:30 am

Lambert, *The Barbary Wars*, 157-202.

Reflections: According to Lambert, “America in 1815 was an emerging, though junior, power in the Atlantic World” (p. 201). How does Lambert’s study of the Barbary Wars allow this historian to make this statement? And how would you define the concept of “power”?

20 September (W) The US Treaty of Friendship with Oman (1833)

Class Preparations

assign Op-Ed #1, due on 10/2

Alexander I. Cotheal, “Treaty between the United States of America and the Sultan of Muskat: The Arabic Text,” *Journal of the American Oriental Society*, Vol. 4, 1854 (1854), 353-356.

W.S.W. Ruschenberger. *A voyage round the world: including an embassy to Muscat and Siam in 1835, 1836, and 1837* (Philadelphia: Carey, Lea & Blanchard, 1838), advertisement, 9-11, 81-94.

“The Muscat Presents,” *Boston Courier*, 4 June 1840. Nineteenth Century U.S. Newspapers.

Reflections: What was the purpose of signing a Treaty of Friendship with Oman in 1833? What were possible benefits of such a treaty for Americans? Why does Ruschenberger publish an account of his travels to Oman? What imports can the U.S. find there? And why do they matter? (You may need to research some items on the internet.) How does the treaty and the description by Ruschenberger shed light on American interests and values? How would you compare this material to the ideas presented by M. Boot in the essay you read on “savage wars of peace”?

22 September (F) Brainstorming 1st Op-Ed Assignment

Non-State Actors at Home and Away

25 September (M) West or East? Locating Ottoman Greece

Class Preparations

Santelli, *The Greek Fire*, 1-46 (Intro, Ch. 1)



Reflection: What connections does the author make with the so-called Barbary States? What facts (or perhaps fictions) does this map tell you about the Ottoman Empire and the world? Be prepared to discuss with your colleagues at least one piece of information conveyed by this map.

27 September (W) Non-State Actors in the US

Class Preparations

Santelli, *The Greek Fire*, p. 47-115 (ch. 2 and 3)

Reflections: What are the arguments for considering Greece a “Western” country? And what arguments could be made that it is an “Eastern” country? Who were Philhellenism advocates in the US? What effect did they have in the domestic and international sphere? How did private citizens shape and even usurp the role of the US government in enunciating foreign policy?

29 September (F) Hero or Insurgent? The Greek Revolution

Class Preparations

Santelli, *The Greek Fire*, p. 116-151.

Gregory Perdicaris, “Suffering Greece,” *Phoenix Gazette* (Alexandria, VA), 18 January 1828

Gregory Perdicaris, *The Greece of Greeks* (1845), iii-vi and 22-29 (preface and ch. 1)

Gregory Perdicaris, “The Court of King Otho,” *Godey’s Lady’s Book* (December 1841)

Reflections: Dr. Santelli quotes one US diplomat as saying, “Nothing in my opinion can be more absurd than a romantic stateman, and I am opposed to chivalry in politics” (p. 68). Do you agree or disagree? Why? How does Dr. Santelli’s research encourage you to consider (in terms of its value for the US, Greece, Ottomans, and the world) American backing for Greek revolutionaries like Gregory Perdicaris? How did Perdicaris try to sway American opinions about Greece? How did he position himself in each piece, and what spin did he put on events?

2 October (M) No Class

Class Preparations

Op-Ed #1 due on Brightspace by 11:30 am

4 October (W) Imagining the Ottoman World in Antebellum US

Class Preparations

Santelli, *The Greek Fire*, p. 152-198 (ch. 5, Conclusion)

Charles Sumner, *White Slavery in the Barbary States* (1853), 5-19 and 126-135.

6 October (F) Discussion with Dr. M.C. Santelli via Zoom

Class Preparations

assign Op-Ed #2, due 10/16

9 October (M) October Break

11 October (W) Peer Review, Op-Ed #2

Class Preparations

come to class with a polished draft (hard copy) of your Op-Ed to exchange with a classmate

The Increasing Reach of the Late-19th Century US

13 October (F) America in the Age of European Empire

Class Preparations

Andrew Priest, *Designs on Empire: America’s Rise to Power in the Age of European Imperialism* (Columbia University Press, 2021), 1-15 (Intro).

Karine V. Walther, "Islamic World Encounters," in *The Cambridge History of America and the World, 1820-1900*, v. 2, ed. Kristin Hoganson and Jay Sexton (Cambridge University Press, 2021), 669-692.

Reflections: Both Priest and Walther excavate how "American interactions with the Muslims world over the course of the nineteenth century were largely inconsistent" (Walther, 670). How do each of them provide insight into the underpinnings of foreign policy inconsistency?

16 October (M) The Political Stakes of the Suez Canal

Class Preparations

Op-Ed #2 due on Brightspace by 10:30 am

William Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Westview Press, 2016), 61-70 and 87-95.

*Reflections: Come to class ready to provide at two points from the reading that support (or perhaps weaken) a possible op-ed w/ this headline: **Modern Reforms Made Egypt Vulnerable.***

18 October (W) American Responses to the Urabi Revolution

Class Preparations

Andrew Priest, "Britain and the Occupation of Egypt," *Designs on Empire: America's Rise to Power in the Age of European Imperialism* (Columbia University Press, 2021), 118-153.

A.A. Sargent, US Consul at Berlin, to Frederick Theodore Frelinghuysen, Secretary of State, 2 October 1882, Office of the Historian, Papers Relating to the Foreign Relations of the United States, <https://history.state.gov/historicaldocuments/frus1882/d99>.

Fanny Stone, "Diary of an American Girl in Cairo during the War of 1882," *The Century* (1884): 288-302.

Reflection: Why did the Urabi movement occur in 1882 (not 1875? Or 1905? etc.)? Is it useful to compare the Urabi Revolution in Egypt (1882) with Greek War of Independence? Why, or why not? Why does Stone publish a first-hand account of the revolt? What does she seek to communicate to American readers? Where does she want their sympathy to lie? What evidence leads you to that conclusion? How does Stone's take compare with that of diplomat Sargent?

Assign Op-Ed #3, due 10/27

20 October (F) Missionaries in the Middle East

Class Preparations

Carolyn Goffman, “From Religious to American Proselytism: Mary Mills Patrick and the ‘Sanctification of the Intellect’” in *American Missionaries and the Middle East: Foundational Encounters* (University of Utah Press, 2011), 84-115.

“The Chief Industries of the American Colony, Jerusalem, at the Present Time,” American Colony in Jerusalem Collection, January 1907, Library of Congress, <https://hdl.loc.gov/loc.mss/ms010123.mamcol.033>

Reflections: What drove missionaries to the Middle East? As viewed in these documents, how did their aspirations complement and or conflict with the actual outcomes of their journey?

23 October (M)

American Tourists in the Mediterranean Sea

Class Preparations

Doron Bar and Kobi Cohen-Hattab, “A New Kind of Pilgrimage: The Modern Tourist Pilgrim of Nineteenth Century and Early Twentieth-Century Palestine,” *Middle Eastern Studies* (April 2003), 131-148.

Twain, *The Innocents Abroad*, chapter 25.

Twain, *The Innocents Abroad*, chapter 33

Edith Wharton, *The Cruise of the Vanadis* (Rizzoli, 2004), 146-150.

Reflections: How would you compare Twain’s descriptions of Istanbul and Florence? How does Istanbul reflect what Allison referred to in an earlier reading as a “counterpoint”?

25 October (W)

Peer Review, Op-Ed #3

Class Preparations

come to class with a polished draft (hard copy) of your Op-Ed to exchange with classmate

27 October (F)

Perdicaris Affair of 1905

Class Preparations

Op-Ed #3 due on Brightspace by 10:30 am

Perdicaris (Baepler), “In Raissuli’s Hands,” in Baepler, *White Slaves, African Masters*, 285-301.

Reflections: What happened to Ion Perdicaris? What language does he use to describe his captor, Raissuli, the political situation of Morocco, and the role of the US in the world

Assign Op-Ed #4, due 11/3

30 October (M) Library Research Project-TBA

1 November (W) Library Research Project-TBA

3 November (F) Library Research Project -TBA

Class Preparations

Op-Ed #4 due by 10:30 am on Brightspace

6 November (M) Library Research Project-TBA

8 November (W) Library Research Project-TBA

10 November (F) WWI in the East, an Overview

Class Preparations

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th ed. (Routledge, 2018), 139-159.

13 November (M) How US Troops at Western Front Affected Eastern Theatre

Class Preparations

“[The Ottomans](#),” episode 2 of “World War I through Arab Eyes,” *Al Jazeera*, 2014 (43 min.)

15 November (W) Ending WWI in the Middle East

James Gelvin, “The Ironic Legacy of the King-Crane Commission,” in *The Middle East and the United States*, 6th ed., David W. Lesch and Mark L. Haas, ed.s (Routledge, 2018), 30-46.

Erez Manela, “Woodrow Wilson and the Ugliest of Treacheries,” *The New York Times* (9 March 2019).

The General Syrian Congress, “Memorandum Presented to the King-Crane Commission,” in *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 8th ed., Walter Laqueur and Dan Schueftan, ed.s (Penguin, 2016), 21-23.

Zionist Commission to Palestine, “[Statement to the International Commission on Turkey-American Section](#),” June 1919, King Crane Digital Collection, Oberlin College Archives.

“The King-Crane Commission: Recommendations (August 28, 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 23-25.

17 November (F) The Politics of American Cultural Production

Class Preparations

Edith Wharton, “The Seed of the Faith,” *Scribner’s Magazine* (January 1919), 17-33.

Edith Wharton, *In Morocco*, short selection on Brightspace

Assign Op-Ed #5, due 11/27

Reflections: Does Wharton oppose or support French colonialism in the Arab world? What specifically demonstrates her thoughts about Western interventions in the Arab world? What do you believe are Wharton’s beliefs about the emerging role of the U.S. in world affairs?

20 November (M) Day Off

22 November (W) Day Off

24 November (F) Day Off

27 November (M) Operation Torch and the Decline of European Empires

Class Preparations

Op-Ed #5 due on Brightspace by 10:30 am

29 November (W) The Cold War and Its Consequences

Class Preparations

Rashid Khalidi, “The Superpowers and the Cold War in the Middle East,” in David W. Lesch and Mark L. Haas, *The Middle East and the United States*, 6th ed. (Routledge, 2018), 119-135.

1 December (F) The Truman Doctrine

Class Preparations

President Harry S. Truman, “[Recommendation for Assistance to Greece and Turkey](#),” 12 March 1947, online archive, Harry S. Truman Library and Museum.

Kenneth Roberts, *Lydia Bailey*, ch. XLVII and LVIII.

4 December (M) Revisiting Initial Conversation on Interests and Values

Mark Lynch, “The End of the Middle East: How an Old Map Distorts a New Reality,” *Foreign Affairs*, 22 February 2022, <https://www.foreignaffairs.com/africa/middle-east-map-new-reality>

6 December (W) No Class

8 December (F)

No Class

Mental Health and Wellness Resources

There is a link to Purdue Counseling and Psychological Services on Brightspace, under the Student Services and Resources section. **If you feel stress, anxiety and/or overwhelmed, try [WellTrack](#)**, with information and tools at your fingertips, available to you at any time. **If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm. **If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

In cases of absences due to circumstances beyond a student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students. See, http://www.purdue.edu/studentregulations/regulations_procedures/classes.html.

AI Statement

This **AI Statement** was adapted, most often word for word, from an article in *The Chronicle of Higher Education* by Flower Darby (see [here](#)): Cheating isn't new, and neither is 'contract cheating' (paper mills and other schemes to pay someone to do homework), though the latter seems to be growing by leaps and bounds...Cheaters are only cheating themselves...A track coach who would tell runners they could ride a scooter around the track wouldn't make athletes faster or stronger. Think about yourself like that runner...there is value in doing the work of learning instead of outsourcing it to a machine. In this era of remote and hybrid jobs, working in ways that establish trust with your supervisor and team members is more important than ever.

Attendance Policy

Purdue guidelines state, "***Students are expected to attend in-person courses when they are able.***" However, if student feels ill, they should stay home and contact the Protect Purdue Health Center (496-INFO). When students cannot come to class, they should email me. I will help them understand how best to cover missed material and provide an opportunity to increase class engagement. Your grade will be based in part on attendance so keep in touch if any issues arise.

The deadlines and grading policies are subject to changes in the event of a major campus emergency. Any changes will be emailed and posted on Brightspace when class resumes.

Other University Policies

Plagiarism Will Not Be Tolerated at Purdue University: Plagiarism is a crime, and students can be expelled for turning in a paper that they did not write. Copying a person's work verbatim

is not the only form of plagiarism. In some cases, plagiarism involves paraphrasing the idea of another without a footnote or the repetition of another author's phrase. Students are advised to consult Purdue University's Guide to Academic Integrity for guidelines at: <http://www.purdue.edu/ODOS/osrr/integrity.htm>. Plagiarized work will receive a 0, and the professor reserves the right to forward the case to the administration for further review by a dean.

Purdue University Policy Prohibits Academic Dishonesty: Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972] <https://www.purdue.edu/odos/academic-integrity/>

Purdue University Policy Prohibits Discrimination: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously. http://www.purdue.edu/purdue/ea_eou_statement.html

Accessibility and Accommodation: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Disclaimer: In case of a major campus emergency, the requirements on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on the course website. It may also be obtained by contacting the instructor via email.