

# HIST3830 W26: THE MODERN MIDDLE EAST

**Instructor :** [REDACTED]  
**M/W 2:30 PM - 3:50 PM**  
[REDACTED]

**Office :** [REDACTED]  
**Phone number :** [REDACTED]  
[REDACTED]

**Office Hours:** TBA or by appt.



## Calendar Description

This course explores struggles for national independence in the region after 1919, the impact of the developing oil industry, the creation of Israel and the resulting Arab-Israeli struggle, the rise of American influence, the divisiveness of Cold War politics, and the role of women in contemporary Islamic societies.

## Course Description

Many historical factors led up to the creation of the current geo-political map of nation-states we know today as the troubled region of the Middle East. What relationships did the various peoples here have with one another at the turn of the 20<sup>th</sup> century? How did European imperialism affect the region leading up to World War I? What indigenous religious and secular movements attempted to meet the challenges posed by Western encroachment in the Middle East? How was the Ottoman Empire parceled off by the Allied Powers into numerous colonial Mandate states at the end of World War I? In examining these questions, students learn about the struggle for national independence in the subsequent interwar period by many of these newly created states. Other topics to be explored include the impact of the developing oil industry upon regional politics, the Palestine question, the creation of the state of Israel and the resulting struggle that has destabilized the area for over half a century, the rise of American influence in the region after World War II, the divisiveness of Cold War politics, the rise of "Islamism," and the role of women in Islamic societies today, all of which play(ed) tremendous roles in subsequent social, political, and economic underdevelopment of the Middle East. This course will begin with a cursory review of Islamic civilization and the critical period of transformation and reforms known as the "long 19th century" – roughly 1790-1914 – which serve as the backdrop for the remainder of the course, the history of the 20<sup>th</sup> century Middle East.



## Textbook

William L. Cleveland & Martin Bunton, *A History of the Modern Middle East*, 7<sup>th</sup> ed. (Routledge, 2025). \$72.95 new; \$54.95 Used. **Also available online through Reserve at the library.** This is the main textbook.

Familiarize yourself with the e-learning Courselink site which will have a variety of course materials posted here, as well as announcements and other relevant information at <http://www.uoguelph.ca/courselink/index.html>

Occasionally I assign a reading that is not in the book above, especially primary sources. In this case, the text will be made available on Courselink and/or Reserve at the Library. Please check course outline schedule for details. Please read assigned texts listed in the lecture schedule **BEFORE** lecture, although you may find it more useful to read these readings after the lecture but prior to the discussion session.

Try to keep up with international news pertaining to the Middle East during this course. Read newspapers and online editions; watch news if you have time. Take note of the way in which the stories are presented, the language used, and the kinds of images that prevail. Take note of how different affiliates cover the stories and think about what their biases and/or agendas may be.

There is a reliance on viewing some video documentaries outside of class. **Gallipoli** by Turkish filmmaker Tolga Örnek is the most thorough documentary about the botched invasion by British, French, and ANZAC forces that was repelled by Ottoman forces in 1915 during WWI and had tremendous loss of life. **Ararat** is a Hollywood film that is a movie within a movie related to the Armenian genocide and how it is understood (or denied) today. Both are linked in Courselink under Useful Videos.

The 5-part documentary series called “**Search for Destiny**” has terrible issues with Eurocentrism and Orientalist biases, but it does contain some amazing film footage that may give you some visual context for what you are reading. See the lecture schedule for what part to watch, and in which weeks. “**Search for Destiny**” can be found through Ares Course Reserve for this class.

“**Arab and Jew: Return to the Promised Land**” is rather dated, but can be found on Courselink under the Useful Videos link for Week 6.

The film “**The Square**” about the Arab Spring revolution in Egypt in 2011 is available online through Ares Course reserve. There are other related videos and film excerpts posted under the Useful Videos link on Courselink which pertain to a particular week’s themes. Please have a look through these – some of them are films I cannot show during class due to time constraints or connectivity issues with online delivery.

## Learning Outcomes

By the end of this course, the student should be able to:

1. Grasp the diversity of peoples, their ethnicities, languages, and faiths, who live in the Middle East today.
2. Understand the historical events and socio-political, intellectual, and economic factors of the late 19<sup>th</sup> and early 20<sup>th</sup> century which underpinned the establishment of the new nation-state system in the Middle East.
3. Recognize the dramatic and far-reaching effects of foreign interventions upon the societies and countries in the region in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
4. Deconstruct the causes of and suggest possible means of reconciliation for the many tragic conflicts that have wrought so much destruction in the region of the Middle East.
5. Present one's deep understanding of the history and politics of Middle Eastern societies in both written and oral formats to both general and specialist audiences.

## Assessment

All Assessments are to be done independently and without the use of Artificial Intelligence (AI) programs to generate work, except for how I describe its use below.

<b>Weekly Participation</b> in discussions IN CLASS	<b>30%</b>	<b>On-going</b>
<b>Response essay</b> to "Search for Destiny" documentary videos pts 1-2 (approx. 1000 words)	<b>20%</b>	<b>Due in Dropbox Week 5, Sat Feb 7<sup>th</sup> @ 11:30 pm</b>
<b>Proposal for Final Project:</b> EITHER an annotated essay (at least 5 scholarly sources required, and 1 primary source IF POSSIBLE) – <b>sources must be approved by me</b> , OR some other project, not an essay, also <b>approved by me</b>	<b>20%</b>	<b>Due in Dropbox Week 9, Sat March 14<sup>th</sup> @ 11:30pm</b>
<b>Final Project:</b> Annotated Bibliography Essay Assignment (approx. 2500 words) or Other Project	<b>30%</b>	<b>Due in Dropbox Thurs April 9<sup>th</sup> @ 11:30 pm</b>

**Assessment #1 : Participation in Discussions:** This course requires in-class participation as a weekly on-going and major portion of the final grade – **30%**. **Engagement in discussions is mandatory** – if you cannot attend class at the time, and/or you are not comfortable with speaking up in class, this may not be the best course for you. You will receive a 0 for any week you do not attend the class discussion; **you are allowed 1 absence without penalty (due to illness)**. **If you attend and do not engage academically in the discussions, you can only receive 40/100 for that week.** Your participation marks will be averaged at the end of the semester for your final participation grade.

**Discussions** will take place on Thursdays and sometimes 4-5 students will be assigned for a week to manage the discussion. That means asking questions of the

class, presenting ideas you think are important for understanding a week's readings and themes, etc.

**The subject of the Middle East often triggers strong opinions in people that are often formulated through media more than as a consequence of scholarly research.** I ask that in this class you interact in an open-minded, respectful manner with others whose opinions you may not share. Discussions are intended to enhance students' understanding of the sources they read in this class by thinking critically about them.

**Assessment #2 : Your response essay to the “Search for Destiny: The Middle East” documentary, Parts 1 & 2.** Using the lecture notes and textbook, write a response paper to the video footage you have seen, approximately 1000 words. Consider the language used in this documentary and any biases you think are embedded in it. Use additional scholarly sources to support your comments, cited in Chicago Manual of Style (CMoS) Format. Use the online CMoS Quick Guide posted on our Courselink site for examples of proper citation. Worth **20%** of final grade.

**Assessment #3 : Proposal for Final Project: Choose an option:**

**1) An Annotated essay. Choose at least 5 additional sources** beyond the required readings that pertain to a topic about which you are interested in learning more. In addition, you should try to find **at least one primary source if possible.** You will provide a basic research question or topic to be explored in a paragraph or two, and then **also provide the AI-generated response to this question/topic.** You will then search for appropriate scholarly sources that will allow you to draft your own, more sophisticated essay in which you can critique the AI-generated response as well. You must also include your list of the **COMPLETE BIBLIOGRAPHICAL CITATIONS** for these sources according to the **Chicago Manual of Style guide method.** You do NOT have to annotate them yet – just list them so I can see what you are pursuing in your research.

**OR**

**2) A Final Project that is not an essay.** This is your opportunity to choose and create some other kind of final project that pertains to Middle East history and culture. Because we will deal with a lot of the politics and history of the region in the readings and lectures, I suggest choosing something that gives you a different perspective on the peoples and cultures in this region. It can be music, film, culinary or other fine arts, poetry, novels, whatever is of interest to you and how you want to design your project. If you choose this option, you must communicate clearly with me about how you are going to approach it, the sources you will use, and what the final project will potentially look like.

Worth **20%** of your final grade. Failure to properly cite your sources in CMoS will result in a failing grade for this assessment.



#### **Assessment #4: Final Project.**

1) Write the Annotated essay of approximately 2500-3000 words in which you critically review your 5 source choices (and 1 primary source if you were able to find one) pertaining to the topic you chose to research. Come to some conclusions about the topic you have chosen. See the Writing Advice link posted on Courselink to help you understand what an annotated bibliography is – it is basically a literature review on a particular topic.

OR

2) Submit your non-essay final project, including any textual sources in CMoS format as a bibliography, and any other materials (recordings, images, analyses, etc.) in Dropbox.

Your Final Project is worth **30%** of your final grade, and all materials connected to it (essay or non-essay), are to be submitted to Dropbox.

#### **ASSIGNMENT SUBMISSION POLICY**

**No extensions** will be granted for late submission unless proof is provided of a medical or emotional reason, or of an emergency, accompanied by either a medical certificate or a counselor's certificate. Extensions can only be given **5 days before** the due date and (in the interests of consistency across all students) **not** for any of the following reasons:

- Computer or printer problems
- Assignments are due at the same time in other courses
- You have to do an extra shift in your job that week
- You will be away that week (you must submit work prior to leaving town).

All late assignments will be subject to **automatic penalty of 4/100 points for the assignment for each day they are late.** Please see Dept. policy regarding paper submissions on a following page. Your submission will be considered late up to the point when it is either uploaded in Dropbox or a hard copy is in my hands. **I DO NOT ACCEPT EMAILED ASSIGNMENTS.** If you submit an assignment late, you may not receive feedback on it and may only receive the numeric grade.

Use the **Chicago Manual of Style** citation method for footnotes and a final works cited bibliography page.

#### **TURNITIN**

In this course, your instructor may be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## GUIDE TO LIBRARY SOURCES

William Cleveland's text has a very good Select Bibliography at the end of the last chapter. It is organized in a very user-friendly fashion that will assist you in researching your essay questions.

One of the most useful references on Islamic and Middle East history is the ***Encyclopedia of Islam*** multi-volume set, which is online in the library. Note there is a 2<sup>nd</sup> edition and a 3<sup>rd</sup> edition. I recommend that you refer to this volume as a starting point for any research project. Please consult with me if you are having trouble finding sources; we are currently trying to build up the Middle East and Islamic history collection at the Library. Try also *Encyclopedia of the Modern Middle East and North Africa*, 2<sup>nd</sup> ed. (Thomson Gale, 2004).

## Journal Articles

The best reference tool for finding journal articles on Islamic and Middle East History is the ***Index Islamicus***, an online periodical reference just for this purpose. There may be a somewhat limited number of journals for you to use. However, the ***International Journal of Middle East Studies (IJMES)***, ***MERIP*** and the ***Bulletin of the School of Oriental and African Studies, University of London (BSOAS)*** are prominent journals in our field that the library has online through JSTOR, except for the last 5 years, which are in the library on the shelves. Please avail yourselves of these sources.

## Internet Sources

Students are encouraged to make full use of audiovisual material and electronic databases, and judicious use of the Internet. There is an ever-growing amount of material online relating to Middle East and Islamic history, though it should be utilized carefully. While you are encouraged to explore these sites, please note that there are conventions about how you reference from them. You may consult such reference tools as Wikipedia, but you cannot rely upon them nor count them as one of your sources as per the instructions for the assignment.

## Some Possible Primary Source Collections

Akram Fouad Khater, *Sources in the History of the Modern Middle East* (New York: Houghton Mifflin Company, 2004) has primary sources that might be of use

in a research paper. Excerpts from the 1<sup>st</sup> edition are posted on Courselink; the 2<sup>nd</sup> edition is avl on ARES Reserve that has additional primary sources not in the 1<sup>st</sup>.

Try also:

Robert Landen, *The Emergence of the Modern Middle East: Selected Readings* (NY: Van Nostrand Co., 1970).

Camron Michael Amin, Benjamin C. Fortna and Elizabeth B. Frierson (eds.), *The Modern Middle East: A Sourcebook for History* (UK: Oxford University Press, 2006).

James L. Gelvin, *The Modern Middle East: A History* (NY: Oxford University Press, 2005), a general text on modern Middle East history, includes translated documents at the end of each chapter, and a list of suggested readings on particular topics.

Julia Clancy-Smith and Charles Smith, *The Modern Middle East and North Africa: A History in Documents* (Oxford, 2014).

## **Classroom Etiquette and Useful Tools**

To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site <http://www.uoguelph.ca/history> ) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department.

The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <https://www.uoguelph.ca/arts/history/news/history-society-seeks-new-student-representatives> .

## LECTURE TIMETABLE: [Lecture on Mon, Discussion session on Wed]

\* = reading is posted on Courselink

Week	Lecture	Discussion
1 Jan 5, 7	Introduction to course and themes, Map quiz	Where does “Middle East” come from? “Nationalism” vs. “Patriotism” “Race” vs. “Ethnicity”
<b>Part I: Early Islamic Civilization to the Era of Transformation</b>		
2 Jan 12, 14	<p>Historical background, introduction to Islamic civilization, the rise and fall of empires in the region; Ottoman &amp; Safavid Empires, patterns of rule and social organization;</p> <p><b>The “Long 19th Century”: 18th-20th Century Reforms and Crises</b> Early reforms in the Ottoman Empire, Muhammad ‘Ali in Egypt, the Ottoman Tanzimat, 1839-1876, Egypt and the Khedives under British occupation, Qajar Iran</p> <p><b>Reading:</b> Cleveland, Ch 1-6</p>	<p><b>The Era of Reforms and the Ottoman Tanzimat</b> We discuss the introductory material read in Weeks 1-2. I assigned a large amount of reading for the first 2 weeks as an introduction to Islamic history.</p> <p><b>Re:</b> *The Declaration of the Rights of Man and of the Citizen. *Ottoman Imperial Rescripts: Hatt-i Sherif of Gülhane, 1839; Islahat Fermanı 1856; *Declaration of the modern citizen, 1870;  *The British Tobacco Concession in Iran 1890.</p>
3 Jan 19, 21	<p><b>Indigenous Responses to Imperialism and Crisis</b> Islamic puritanism, Islamic modernism, pan-Islamic solidarity, &amp; nationalist awakenings; Constitutionalism in the Ottoman Empire &amp; in Iran</p> <p><b>Re:</b> Cleveland, Ch. 7-8</p>	<p><b>Islamic modernism &amp; Jamal ad-Din al-Afghani; the emergence of Arabism &amp; the rise of nationalism</b> <b>Re:</b> *The Ottoman Constitution of 1876 *Tahtawi Reflects on Paris, 1820; *‘Jamal al-Din al-Afghani Answers Ernest Renan’s Criticism of Islam, 1883” * ‘Abd al-Rahman al-Kawakibi, “The Excellences of the Arabs” from <i>Umm al-Qura</i>. *D’Arcy Oil Concession in Iran, 1901</p>
<b>Part II : The End of Islamic Empires, the Emergence of Nation-States and the Struggle for Independence, post WWI</b>		
4 Jan 26, 28	<p><b>WWI and Aftermath: Dissolution of the Ottoman Empire; the Mandate System in the Interwar Era</b></p> <p><b>Film Excerpt: “Search for Destiny” Part I</b></p> <p><b>Re:</b> Cleveland, Ch. 9-10</p>	<p><b>The Ottoman Empire in WWI; secret agreements and Wilsonian Self-Determination</b> <b>Re:</b> *Husayn-McMahon Correspondence (1915) *Sykes-Picot Agreement (1916) *Balfour Declaration (1917); *King-Crane Commission (1919) *Treaty of Sèvres, 1920. *Wilson’s 14 Points of Self-Determination</p>





	<p>Ba'ath vs. Ba'ath: Syria and Iraq, Arab Socialist Rivalries;</p> <p><b>Film Excerpt: "Search for Destiny" Part III</b></p> <p><b>Re:</b> Cleveland, Ch. 19, 21</p>	<p>*Saddam Hussein on Revolution and women 1978;</p> <p>*Saddam Hussein on Iraqi forces and Arab-Zionist Conflict 1979</p> <p>*Syrian regime massacre of Muslim Brethren in Hama (1982).</p>
<b>Part IV: The Middle East since the 1970s: War, Islamic Resurgence, &amp; Petroleum Wealth</b>		
<p>9 March 9, 11</p>	<p><b>The Emergence of Political Islam</b> The Iranian Revolution, 1979; the Oil industry and its effects, the Iran-Iraq War 1980-1988.</p> <p><b>Re:</b> Cleveland, Ch. 18, 20;</p> <p>Khater, pp. 315-319 (1<sup>st</sup> edition). John Esposito, <i>Voices of Resurgent Islam</i>, pp. 215-229.</p> <p><b>Film: "The Glory and the Power"</b> <b>Film Excerpt: "Search for Destiny" Part V (2/3)</b></p>	<p><b>Political Islam</b> <b>Re:</b> *Khater, p.136-141, Hasan al-Banna &amp; the Muslim Brotherhood, 1949;</p> <p>p.266-278, Sayyid Qutb &amp; Islamic resurgence, 1964;</p> <p>p.200-208, 229-232, 241-245, 278-286, various opposition to the Shah of Iran and views of the Revolution in '79;</p> <p>*Platform of Algerian Islamic Salvation Front 1995</p>
<b>Proposal for annotated essay or other project (with source list in Chicago Manual of Style format) Due Week 9, Sat March 14<sup>th</sup> in Dropbox by 11:30 pm</b>		
<b>Part V: New Forms of Resistance, Revolutions, Terrorism</b>		
<p>10 March 16, 18</p>	<p><b>Old Conflicts, New Strategies:</b> The Palestinian Intifada, 1991 Gulf War in Iraq &amp; Inter-Gulf War Period, Palestine and Israel in the 1990s and fractured Palestinian society; the Oslo Accords &amp; the 2nd Palestinian Intifada;</p> <p><b>Re:</b> Cleveland, Ch. 22-23 Jean-Francois Legrain, "HAMAS: Legitimate Heir of Palestinian Nationalism?" in John Esposito (ed.), <i>Political Islam: Revolution, Radicalism, or Reform?</i>, p. 159-178.</p>	<p><b>Islamic resurgence, Islamist Palestinian groups HAMAS/Islamic Jihad, radical right Zionism; Israeli-Palestinian prospects for peace</b></p> <p><b>Re:</b> *The HAMAS Charters, 1988 &amp; 2017</p> <p>* Lebanese Hizbollah website</p> <p>Khater, p.254-259 on Arab-Israelis (2000) p.327-331, Palestinian &amp; Israeli soccer players</p>
<p>11 March 23, 25</p>	<p><b>The Middle East in the '90s ~ 2000s: War on the West, War on Terror: September 11, the Taliban, al-Qaeda; War in Afghanistan 2001 and Iraq 2003;</b></p>	<p><b>Re:</b> Khater, p.286-293, Muslim resistance to Muslim extremism;</p> <p>p.293-300, Usama bin Laden declares war on America (1998);</p> <p>p.300-306, Arab views of September 11</p>

	<b>Re:</b> Cleveland, Ch. 24-25;  <b>Finish Film: “Search for Destiny” Part V</b> (last 1/3)	*Saddam Hussein’s speech on eve of US invasion 2003 p.346-380, globalization, democracy, Iraq invasion, pluralism & media in the Middle East
12 March 30, April 1	<b>The “Arab Spring” 2011 and results, ISIS/ISIL/DAESH in Syria &amp; Iraq</b>  <b>Syrian civil war; Yemen civil war</b>  <b>The Kurds and Rojava, 2012 ~</b>  <b>Iran, Lebanon, foreign efforts at regime changes?</b>  <b>Genocide in Gaza, 2023 ~ present</b> <b>Ethnic cleansing and dispossession in the West Bank continues</b>  <b>Film: “The Square”</b>  <b>Re:</b> Cleveland, Ch 26-27	<b>Final Discussion</b>
<b>Final Annotated essay assignment or other Final project due in Dropbox Thursday April 9<sup>th</sup> @ 11:30 pm</b>		
<b>We have not done nearly enough discussion of women in this class (it should be its own course!), but in every theme we have covered, women have been involved. There is so much scholarly work that has been and is being done on women in the Middle East, so I encourage you (if interested) to pursue this topic further. Below are a few ideas and sources to get you started.</b>		
	<b>The many faces of modern Islam; The Nation and its Women : Struggle within a Struggle</b>  <b>Re:</b> Khater, topics relating to modern Islamic societies (i.e. women & education, violence, marriage; homosexuality, environmentalism, etc.)	<b>Film: “Veiled Voices”</b> [PPV Vimeo access]  <b>Women in Middle East History</b> *Julia Clancy Smith, “The House of Zainab: Female Authority and Sainly Succession in Colonial Algeria,” in Nikki R. Keddie and Beth Baron (eds.), <i>Women in Middle Eastern History: Shifting Boundaries in Sex and Gender</i> (New

	<p>Nikki R. Keddie and Beth Baron (eds.), <i>Women in Middle Eastern History: Shifting Boundaries in Sex and Gender</i> (New Haven: Yale University Press, 1991), p. 1-22.</p> <p>Badran, Margot, <i>Feminists, Islam, and Nation: Gender and the Making of Modern Egypt</i> (Princeton, NJ: Princeton University Press, 1995), p. 3-26, Introduction; p. 47-56, the “cult of domesticity”; p. 61-73, Egyptian and Western feminism.</p>	<p>Haven: Yale University Press, 1991), p. 254-274.</p> <p>Khater, p.61-83, p.169-177, various texts on “the woman question” in Islamic societies, 1899-1928; Fatima Mernissi &amp; Islamic feminism</p> <p>Optional: Khater, p. 219-226, Algerian nationalists resist the French 1936</p>
--	--	--

## **University Statements**

### **Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

### **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

### **Accommodation of Religious Obligations**

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

### **Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](#).

## **Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **Health and Wellbeing**

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in



writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).