

GEORGE MASON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

GLOBAL CONFLICT ANALYSIS AND RESOLUTION

CONF 340 - 001

(CRN # 71662)

Prerequisites: CONF 100, 300, and 60 credits; or permission of the instructor.

Fall Semester, 2006

John Dale

Assistant Professor

Office: Robinson Hall B, Room 314

phone: (703) 993-1444

e-mail: jdale@gmu.edu

Office Hours: Tues and Thurs 1:00-2:30 p.m.;
or by appointment.

Class Meetings: Enterprise Hall, Room 173
Tues and Thurs 10:30-11:45 p.m.

► To access the course website, go to: <http://webct41.gmu.edu>

COURSE DESCRIPTION

This course examines conflict at the macro-level, including an interdisciplinary array of theories of international and global violence, conflict, and justice. We will give special attention to the impact of globalization, the changing landscape of global conflict since the end of the Cold War, and the shift in the United States' security policies. Some of the topics that we will cover include the following: oil and conflict in the Persian Gulf, the Caspian Sea Basin, and the South China Sea; water and conflict in the Middle East, Central Asia, South Asia, and the American West; diamonds and conflict in Africa; transnational deviance and the underside of global conflict (political piracy, global human smuggling, transnational organized crime syndicates, state-facilitated flows of illicit goods and services, and the construction of human rights-free zones as constituent dimensions of a changing global order); the role of states and corporations in perpetuating economic and political violence; the implications for states and civil society of "corporatizing" military conflict; the relationship between free markets, democracy, and ethnic conflict; globalization and political backlash (ethnically targeted seizures and nationalizations; crony capitalism and minority rule; expulsions and genocide; and assimilation and globalization); ethno-nationalism and violent Anti-American protest; the global rise of religious violence; "third world" revolutions; transnational activism in both democratic and authoritarian state contexts; transnational legal conflict; and the role of the media and marketing in shaping the emergence (and repression) of social movements and insurgency.

From class readings and discussion, case studies, group presentations, and a final paper, students develop analytical skills to help in the analysis of conflict. This course prepares students for further course work in the international conflict concentration.

(3 Semester Credits).

REQUIRED TEXTS (ALL AVAILABLE IN PAPERBACK EDITION)

Clifford, Bob. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. (Cambridge: Cambridge University Press, 2005). ISBN: 0-521-60786-8.

Fink, Christina. *Living Silence: Burma under Military Rule*. (London and New York: Zed Books, 2001.) ISBN: 1-85649-926-X.

Jurgensmeyer, Mark. *Terror in the Mind of God: The Global Rise of Religious Violence*. Second Edition. (Berkeley and Los Angeles: University of California Press, 2001.) ISBN: 0-520-23206-2.

Klare, Michael. *Blood and Oil: The Dangers and Consequences of America's Growing Dependency on Imported Petroleum*. (New York: Metropolitan Books, 2004). ISBN: 0-8050-7313-2.

Tarrow, Sidney. *The New Transnational Activism* (Cambridge: Cambridge University Press, 2005.) ISBN: 0-521-61677-8.

Van Schendel, William and Itty Abraham, eds. *Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization*. (Bloomington and Indianapolis: University of Indiana Press, 2005). ISBN: 0-253-21811-X.

COURSE REQUIREMENTS

The course format mixes lectures, group discussion, and film/video presentations. Students should take notes, both on lectures and on the reading, and films, with the intention of addressing the key themes of the course.

Class Participation (10% of your final grade)

Class attendance is required. It is your responsibility to sign the class roster which I will circulate at the beginning of each class. Unexcused absences will lower your participation grade. If you must miss class, be sure to let the instructor know (in advance, if possible), because you may be eligible for an excused absence. Regardless of whether or not your absence is excused, it is your responsibility to arrange to have a classmate brief you on the material in class that you missed. Please do not ask the instructor if you “missed anything important” in your absence.

I will post a full schedule of assignments for the semester on the course website. The course requires a healthy dose of reading, and you should keep pace with the scheduled assignments. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong or unclear. A good practice would be to take brief notes on your day's reading – indicating what issues you found most interesting or most problematic – and therefore most worth attention during class meetings. Doing so will facilitate not only your comprehension of the lectures, but also regular class discussion, which is a central aspect of the course. Ten percent of your final grade will be based on class participation, measured not only in terms of how often, but how well, you contribute to class discussion and activities.

Active, effective contribution means being attentive to the flow of the class' discussion, and being able to distinguish an apt intervention in an ongoing argument from an attempt to redirect the discussion to a new

topic. Students are expected to actively engage with issues raised in classroom discussions and in homework assignments.

The readings are demanding and require intensive examination of a broad variety of issues and modes of thought. We will be discussing contentious political issues in this course. Students are encouraged to express diverse perspectives. You are likely to encounter strong opinions and it is inevitable that at least some of these opinions will make you or your colleagues uncomfortable. You will be expected to strike a healthy balance in conference between arguing your own position on these issues, listening to others, and helping the class as a collectivity to explore how the sociologists you read defend their approaches. Students and the instructor should interact with each other in a mutually respectful manner. They should articulate their ideas, concerns, arguments, critical questions and responses without alienating, marginalizing, or humiliating anyone. (For example, please avoid disrespectful *ad hominem* arguments, slanderous statements, hurtful stereotyping, or intentionally offensive non-verbal gesturing.) I am not requiring you to be “PC” (politically correct), but rather “BC” (basically civil).

Reading Quizzes (25% of your final grade)

We will have six short reading quizzes – one to cover each book that we are reading this semester. Each quiz will be completed in class and should take no more than fifteen minutes. Each will be worth 5% of your overall grade. However, I will drop your lowest quiz grade. In effect, your reading quizzes will be worth 25% of your grade.

Why quizzes? (1) To encourage you to read the material; (2) to ensure that class discussion involves you and your classmates, and not just me giving the “re-cap” of the main points from the reading; (3) to provide you with grades early in the semester that give you a sense of how well you are progressing in terms of understanding the course material; and (4) to substitute for a mid-term and final exam (that’s right – no mid-term nor final exams in this class).

NOTE: You may choose either Option 1 or Option 2 below. However, you must decide in the first week of class.

OPTION 1: Group Presentation and 12-15 Page Final Paper

Group Presentation (20% of your final grade)

Each of you will be assigned to working research groups of 5-6 people. Each group will be required to give a class presentation (**not a paper**) analyzing a case study of global or transnational conflict over an issue relating to themes or topics that emerge in our class discussions and/or readings. **Each group will submit a topic proposal for approval from the instructor no later than Tuesday, October 3rd.** A list of several suggested topics and detailed guidelines for developing these research projects will be posted on our course website (under “Assignments”).

Students will have great leeway in determining what their final presentation will look like. In the past, students have presented their research in the form of a website; a Powerpoint presentation; a video; slides/photographs; multi-media presentations combining the use of the internet and overheads; and have also used creative techniques for generating effective educational interaction with the audience. The idea is to effectively convey to the audience what the group’s project is about, how they have *thematized* the case study that they have been researching as a global or transnational conflict, and to showcase their research efforts and what they have discovered in the process. This assignment is worth 20% of your final grade. Ideally, the group will share the same grade, so every group member is expected to contribute to the project in a way that all members of the group agree is fair. However, “free riders” who fail to pull their share will be penalized and receive substantially reduced grade. **Your group must submit to me (at the time of your presentation at the end of the quarter) a list of the activities in which each group member participated and the work that they contributed to the research and presentation.** Your group will be scheduled to present their work to the class on one of the following dates: Thursday, November 30th; Tuesday, December 5th; or Thursday, December 7th. I will do my best to ensure that your group gets to

present of the day that you prefer; however, all students are expected to attend all of the presentations. Part of your grade for this assignment will be based on the evaluations of your peers in the audience attending the presentation. I will provide in advance each group with formal criteria upon which both I and your peers will evaluate your group's presentation.

Final Paper (45% of your final grade)

You will be required to write a 12-15 page term paper on a topic of your choice that relates to the key themes of the course. This term paper will be based on your own research. I will be providing you with detailed guidelines for this assignment early in the semester that will help you to organize and conduct your research. If you are having difficulty choosing a topic, you should visit with me during office hours, or set up an appointment with me to meet at a mutually agreeable time. In presenting your analysis of the conflict on which you choose to focus your paper, you will be drawing upon a wide array (in terms of both the types and sources) of data that you will have been collecting throughout the semester. You also will be incorporating into your analysis concepts from the course, and will be required to situate your own analysis in relation to *at least* one of the theoretical perspectives of conflict that we discuss this semester. This does not mean that you must share that perspective, but only that you can describe how the perspective that you are developing in your paper relates to one or more perspectives that we discuss. **You must submit a paper topic for my approval no later than Thursday, October 12th. The final paper will be due on Tuesday, November 21st.** This paper will be worth 45% of your final grade.

OPTION 2: Portfolio of News Clippings and Short Reflection Papers and a 5-6 Page Final Paper

Portfolio Project and Final Paper (40% + 25%= 65% of your final grade)

You will be required to build a portfolio of newspaper clippings for each week for the first ten weeks of the course. This means that you will ultimately collect a total of **at least 20 articles** pertaining to Global Conflict and related themes that we discuss in class this semester. I will be assessing your consistency as well, so plan to actually select articles that appear in major newspapers or news weeklies for each week, rather than trying to compile most of your total number of articles in a given week. (I will be only slightly flexible here. For example, it is acceptable to collect one article during a “slow” week and then three articles the following week. But you should not allow this to become so habitual that you establish a “feast or famine” pattern to your gathering of articles. Each week, you are also responsible for typing a **well-composed 2 page (double-spaced) reflection paper on each week's worth of clippings** that you have gathered. Try to give a theme to your reflections for the week. Your reflections should integrate some aspect of our course discussion and/or reading with your thoughts on the articles that you select.

The final five weeks of the course you will devote to organizing the material that you have compiled in your portfolio into a **final 5-6 page expository paper** that focuses on one key overarching theme relating to Global Conflict. The theme should be grounded in the articles that you selected, and synthesize the reflections that you wrote along the way during the previous weeks. You need not decide on your overarching theme for this final paper when you first begin your portfolio. Rather, the theme should emerge in the process of your constructing the portfolio as you go. You will also be graded on you articulate the relationship between your overarching theme to some of those that we discussed during the semester. I will collect your final portfolio and 5-6 page paper **on December 7th in class**. The portfolio (with weekly clippings and reflections will be worth 40% of your final grade. The final 5-6 page paper will be worth 20% of your grade. You should **plan to meet with me during office hours, or by appointment, at least once** during the semester to discuss your progress on your portfolio – preferably before you begin writing your final paper, but after you have written several of the weekly reflection papers.

You may opt to do this project with one (and only one) other partner, if you wish. But I will require that the number of articles and the number of pages of reflection, and the length of the final paper, that you and your partner write all will be doubled. Partners will share the same grade for the assignment, so be sure to work out between your selves a fair division of labor. I will not play conflict mediator if your working relationship turns sour, so choose your partner with great care. Do not simply assume that working with a partner is easier than working solo. You can choose to combine your work into a partnered project at any

time (or de-couple at any time). But this can very complicated the longer that you wait to make this decision.

GRADING

Course Grades and Relative Weighting of Assignments

Your overall course grades will be determined according to the following point scheme:

Class Participation: Your grade (out of a possible 100 pts) x .10= ____
- Each unexcused absence [- 1 point]
- Quality of participation in class discussions [x .10]

Reading Quizzes: Your grade (out of a possible 100 pts) x .25 = ____

Option 1:

Group Presentation: Your grade (out of a possible 100 pts) x .20 = ____

Final Paper: Your grade (out of a possible 100 pts) x .45 = ____

Option 2:

Portfolio Project: Your grade (out of a possible 100 pts) x .40 = ____

Final Paper: Your grade (out of a possible 100 pts) x .25 = ____

Course Grade: The sum of the grades for class participation, the reading quizzes, and *either option 1 or option 2* will be translated into a letter grade according to the corresponding ranges below.

<u>Letter Grade</u>	<u>Range of Number Grades</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	69-60
F	Below 60

Late Assignments

Late assignments will not be accepted for a grade unless authorized by the instructor prior to the due date.

Incomplete Grades

The instructor discourages incomplete grades and will give them only in unusual circumstances and, even then, only when formally arranged in advance between the student and the instructor.

The following grade scales should help you to assess your grade on various assignments throughout the quarter:

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
100 Points	100- 94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-60	Below 60
55 Points	55.0- 51.7	51.2- 49.5	49.0- 47.9	47.3- 46.2	45.7- 44.0	43.5- 42.4	41.8- 40.7	40.2- 38.5	38.0- 33.0	Below 33.0
35 Points	35.0 32.9	32.6- 31.5	31.2- 30.5	30.1- 29.4	29.1- 28.0	27.7- 27.0	26.6- 25.9	25.6- 24.5	24.2- 21.0	Below 21.0
10 Points	10.0- 9.4	9.3- 9.0	8.9- 8.7	8.6- 8.4	8.3- 8.0	7.9- 7.7	7.6- 7.4	7.3- 7.0	6.9- 6.0	Below 6.0

PERCENTAGE RANGE LETTER GRADE COMMENTS

100 - 94 A

Given for work that meets all expectations, and also goes beyond an analysis of course material to develop new, creative, and unique ideas. An A is rarely given.

93 - 90 A-

Given for work that meets all expectations, and also contains some unique elements of insight and effort. You will have to work very hard to receive an A-.

89 - 87 B+

Given for very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.

86 - 84 B

Given for work that meets most expectations, but contains some problems.

83 - 80 B-

Given for work that meets some expectations, but contains numerous problems.

79 - 77 C+

Given for adequate work that satisfies the assignment, but offers a more limited analysis of material explored in class.

76 - 74 C

Given for work that is of average quality.

73 - 70 C-

Given for work that does not meet basic expectations.

69 - 67 D+

Given for unsatisfactory work; but which nevertheless reflects a high degree of participation and effort.

66 - 60 D

Given for unsatisfactory work; and reflects a low degree of participation and effort

59 - 0 F

Given for unsatisfactory work; and reflects unsatisfactory participation and effort.

CONTESTING GRADES

I strongly encourage you to talk to me about any grade I give you in this course. The best time for this is during my office hours or by appointment. While there is no guarantee that I will change your grade, at the very least you will get a better sense of what my expectations are - and this may help you on future assignments.

GETTING ASSISTANCE DURING THE COURSE

I strongly encourage you to contact me if you want to discuss or clarify any course material. I check my email regularly, and am also willing to chat any time I am in my campus office. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you.

ARRANGING SPECIAL ACCOMMODATIONS

I am very happy to work with students in need of special accommodations in order to ensure that everyone is able to learn and participate fully in the course. If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me privately after class or at my office. The Disability Resource Center is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. The Disability Resource Center is located in SUB I, Room 222, where you can make an appointment, or call 703-993-2474 or 703-993-2476 (TDD/TTY).

A web page describing the Center's resources and policies regarding accommodations is available at <http://www.gmu.edu/student/drc/>.

HONOR CODE POLICY ON ACADEMIC INTEGRITY

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <http://www.gmu.edu/catalog/apolicies/#Anchor12>.

In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. Also, make extensive, very specific references to our course materials in your papers. Cheating and plagiarism are very serious infractions, and I deal with them severely in this course. If I receive a paper that has few specific references to our course materials, I will be inclined to assume that you have downloaded it off the Internet. If I determine that the paper has been plagiarized, then I will give you a failing grade. I will also likely report this alleged violation to the Honor Committee, who will consider further sanctions. If you have any questions about this policy I encourage you to come and talk with me about it.

For additional help in identifying and avoiding plagiarism, see the Georgetown University Honor Council's article presenting excellent examples and tips on what NOT to do when writing a paper at the following website: <http://www.georgetown.edu/honor/plagiarism.html>. This article includes an ethical statement and definition related to plagiarism.

Also, you can always consult the Student Academic Affairs Ombudsman Dolores Gomez-Moran, who provides students with a neutral, independent, informal, and confidential resource for resolving academic concerns fairly. Her office is located at the Johnson Center, Room 245. Phone: 703-993-3306; E-mail: ombuds@gmu.edu; Web: www.gmu.edu/departments/ombudsman.

GUIDELINES FOR WRITTEN WORK

Always put your name on your paper. Give your paper a title and page numbers.

Do not insert double-returns between paragraphs. Unless I request it, do not turn assignments in with report covers. Use 1 inch margins, a normal font size, and double-spacing on each page. Please do not use small fonts or single spacing, as this makes it hard to insert comments.

****KEEP MULTIPLE COPIES OF ALL YOUR WORK****

Always keep a duplicate copy of your paper or any other course work in a safe place, in case the original gets lost or you run into computer problems. Save a copy of your paper on a separate computer diskette, and update frequently as you are writing. Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office. This is a crucial point: *No credit can be given for papers that are lost (by you or me) or rendered un-retrievable because of computer problems.* There are no exceptions to this rule, so be extremely careful to keep a backup copy of all your work!

THE "THREE ERROR" RULE

I will allow up to three basic grammatical or formatting errors to slide without penalizing you. However, I will deduct one percentage point from your final paper grade for every subsequent basic error of grammar or formatting. In other words, if I was going to give you a 90 percent on your paper, but I identified thirteen basic grammatical errors, you will receive an 80 percent. Basic grammatical errors include: incorrect spelling; incorrect punctuation; incorrect verb agreement; sloppy paragraph construction; run-on sentences; and other basic errors. If you are concerned about your ability to write error-free papers, you can do one or more of the following: 1) turn in an initial draft to me, and I can give it back with suggestions for revision, 2) work with a friend or someone at the writing center on an initial draft, or 3) read Strunk and White's *Elements of Style* -- an invaluable resource for improving your writing, and which is now online at <http://www.bartleby.com/141/>.

TEN POINTS TO KEEP IN MIND WHEN WRITING ESSAYS/PAPERS

- 1) Begin your paper with an engaging introductory paragraph. Make the reader really wants to read your paper.
- 2) In the first or second paragraph of your paper, insert one sentence that clearly states what your paper is about.
- 3) In general, use normal terminology in your papers. Avoid the use of overly-complicated phrases or jargon.
- 4) Avoid relying on over-generalizations. Refer to specific cases and evidence to build your arguments.
- 5) In general, do not begin or end paragraphs with quotations from sources.
- 6) Do not turn in papers that are mostly quotations. Make sure most of the words in your paper are yours.
- 7) Make sure that every sentence in your paper is very straight-forward and clear.
- 8) Make sure that every sentence in your paper builds on the last. Organize your ideas carefully.
- 9) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected with one another.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

NOTE: In addition, see "**How to Write a Short Critical Essay**" on our course website.

GRADING CRITERIA FOR WRITTEN WORK

- 1) Logical coherence (33%)
 - Organize your thoughts and information in a clear order.
 - State your observations and conclusions clearly.
 - Use evidence to support your conclusions.
- 2) Engagement with course issues and concepts (33%)
 - In every paper, make use of concepts/methods of analysis discussed in class.

-Unless I give you specific permission, you should be sure to incorporate at least **three** course readings/lectures into any research paper you write. Shorter critical essays must incorporate the key concepts from at least **one** course reading/lecture.

3) Quality of your particular analysis (33%)

- Try to make your paper interesting and unique.
- Try to go beyond simply re-stating someone else's argument.
- Always make sure that your paper ends with a clear and interesting conclusion.

GUIDELINES FOR CITING YOUR SOURCES

In your papers, you must cite all sources of information used in the body of your paper and then include a complete list of references at the end of your paper. Below I provide examples of the format that is most widely used in the fields of sociology and anthropology, and that I prefer you use. This format is from the Chicago Manual of Style (Documentation Two). For a more complete list of citation examples than those that I provide below, see <http://library.gmu.edu/resources/sources/citation.htm>. Remember, you must cite not only direct quotations (which should be identified with quotation marks and page numbers), but also summarized information you got from a text. I expect you to look over these examples carefully, and utilize this format in your written work. Failure to do so will seriously impact your grade.

Here are a couple of examples of easy ways to cite your sources. Let's say you have written a paper on a new kind of energy system, the fuel cell, in which you have collected information from a variety of sources (from books, journal articles, newspapers, organizations or companies, and Internet sources). Within the body of the paper, place in parentheses the author's last name, year, and page where the information comes from. Then, at the end of your paper, list each of the sources in a reference section, called "Works Cited." If the source has been published by an organization, use the organization's name in place of the author name for in-text citations.

TEXT FROM THE BODY OF THE PAPER:

The competitive race to bring fuel cell-powered products to the consumer market has become particularly intense in the automotive industry. The opening phase in this race came in October 1997, when Japanese automobile companies unveiled several fuel cell cars at the Tokyo Motor Show. In January 1998 General Motors, Ford, Chrysler and the German company Daimler-Benz all announced they were intensifying their own efforts to manufacture fuel cell vehicles (Bradsher 1998: 10). By 1999 a number of joint ventures had been formed to work towards the mass- production of fuel cell vehicles. The current leader in this effort is a partnership between the Daimler-Chrysler, Ford, and Ballard Power corporations. This partnership has already entered into an agreement with the state of California to supply fuel cell vehicles beginning in 2000, and the group hopes to market as many as 40,000 fuel cell cars by 2004. Meanwhile, General Motors and Toyota have teamed up to develop their own fuel cell cars. Similar efforts are being undertaken by Honda, BMW, and Mitsubishi Motors (Ball 1999: 2; Evarts 1999: 122; Smith 1999).

Fuel cells can be assembled in different sizes, from systems small enough for use in electronic devices to systems large enough to generate electricity in grid-connected power stations. Indeed, a recent survey of the commercial prospects of fuel cell systems conducted by the Electric Power Research Institute concluded that competitively priced fuel cells would be providing electricity in a wide variety of applications within five years in the United States (EPRI 1997). Numerous companies have already begun developing small fuel cells for use in laptop computers, roadside warning signs, and other electronic components. Meanwhile, firms such as Analytic Power and Plug Power are engaged in a competitive race to mass-produce fuel cell systems for use in residential homes. And finally, corporations such as Siemens have also begun manufacturing large fuel cells designed to generate electricity in commercial buildings and utility plants (Johnson 1999).

WORKS CITED (To be included at the end of your paper)

Ball, Jeffrey. 1999. "Auto Makers are Racing to Market 'Green' Cars Powered by Fuel Cells," *Wall Street Journal*, Mar. 15, p. 2. [This is how to reference a newspaper article.]

Bradsher, Keith. 1998. "US Auto Makers Showing Interest in Fuel Efficiency," *New Energy Systems*, vol 2(1), pp. 10-20. [This is how to reference an article in a journal.]

Evarts, Eric. 1999. "The Refueling of America," *Environmental News Network*, April 22, URL: <http://www.enn.com/99/refuel.html>. [This is how to reference an article from the Internet.]

EPRI. 1997. *The Market Potential of Fuel Cells*. Electric Power Research Institute: Boulder, CO. [This is how to reference a study put out by an organization.]

Johnson, Karl. 1999. "Fuel Cells for a Sustainable Future," pp. 13-26 in: John Smith (ed.). *New Energy Technologies*. Norton Publishers: Westport, CN. [This is how to reference a chapter from an edited volume.]

[Note: In the text you cite the chapter author name, **not** the name of the book editor]

Smith, John. 1999. *Fuel Cells for a Sustainable Future*. W.W. Smith Publishers: Westport: CA. [This is how to reference a book.]

Copyright © John G. Dale, 2006. **All federal and state copyrights reserved for all original material presented in this course through any medium, including lecture or print.**