

Course Information

Course Number: INTA 742
Course Title: The US in the Middle East: From the Arab Spring to an Uncertain Future
Section: 650
Time: Tuesdays, 6:30-9:10 PM
Location: 7th Floor, DC Teaching Site
Credit Hours: 3

Instructor Details

Instructor: Alan Pino
Office: N/A
E-Mail: alanrpino@tamu.edu
Office Hours: No specific hours but am generally available. I encourage you to call on me not only regarding the class but also for career and other advice. For an appointment, I suggest emailing me with two preferred options, and I will generally be able to accommodate one of your choices.,

Course Description

Key questions that we will seek to answer will include: Why did the Arab Spring protests that swept the Middle East in 2011 calling for sweeping change end in region-wide conflict, failed states, and increased repression? What impact has turmoil and violence in the Middle East had on US interests and US policy toward the region? How do Middle Eastern states view the US role and presence? What are the key factors—including the role and policies of the United States—that will shape the future of the region? We will attempt to answer these questions by taking an in depth look at the causes and consequences of the Arab Spring, the impact on specific countries, and the role of regional and outside actors in the various conflicts that the Arab uprisings have spawned. The course also examines the evolution of US policy since the Arab uprisings and the future US role in a time of great uncertainty. Finally, the instructor will draw on his experience as the National Intelligence Officer for the Near East at the National Intelligence Council to discuss the role that US intelligence plays in informing policymakers.

Course Prerequisites

None

Course Learning Outcomes

On completing this course, students will be able to do the following:

1) identify the causes of the Arab Spring, the historical backdrop to this historic event, and key events in specific countries that have affected its trajectory, including the role played by outside actors in the region.

- 2) *evaluate different theories about how events have unfolded in the Middle East post Arab Spring and the key factors shaping current trends and likely future prospects for the region.*
- 2) *identify and assess US policy toward the Middle East and how it has affected the actions and perceptions of the US by regional and international actors.*
- 3) *prepare written products that apply the highest standards of US intelligence community tradecraft to describe, evaluate and assess regional developments and their impact on US interests.*
- 4) *Communicate effectively in oral briefings applying standards the US intelligence community uses in briefing senior policymakers, military commanders and members of Congress*Click to add text or delete bullet.

Textbook and/or Resource Materials

Lynch, Mark, *The New Arab Wars: Uprisings and Anarchy in the Middle East*, Public Affairs 2016.

Ottaway, Marina and Ottaway David, *A Tale of Four Worlds: The Arab Region After the Uprisings*, Oxford University Press, 2019.

Yom, Sean edited, *Government and Politics of the Middle East and North Africa: Development, Democracy, and Dictatorship*, ninth edition (Routledge 2020).

Gordon, Phillip, *Losing the Long Game: The False Promise of Regime Change in the Middle East*, St. Martins Publishing Group, 2020.

Other assigned readings will be available on the TAMU Libraries' E-Reserves site. (<http://library-reserves-tamu.edu/areslocal/index.htm>) and/or on the Internet.

Students also should keep up with current developments and engage in wider reading regarding the topics we will cover.

Instructor will invite an outside expert to speak to the class during at least one session during the semester, depending on availability.

Grading Policy

The final grade in the class will be calculated as follows:

- each class member will prepare two, 2500-word papers (instructor will suggest topics but students can also select their own topic in consultation with instructor); the first paper will be due in week #5 . The second paper will be due in week #10. The two papers will count for 30 % of grade.

- students also will be responsible for preparing a 5000-word paper on one of the topics covered in the course. This paper will be due at the final session of the semester and will count for 45% of grade.
- Each student or pair of students (depending on size of class) will give a 15-20-minute presentation during one class session on that week's topic beginning week #6. The purpose of the briefing will be to provide an analytical overview of the topic in that week's class. This briefing will count for 15% of the grade.
- Class participation will count for 10% of the grade.
- *The assignments will be graded with letter grades: A, A/B, B, B/C, C, D, F. Those letter grades will be converted into numerical equivalents for calculation of the final grade on the following 100 point scale: A=95, A/B=90, B=85, B/C= 80, C=75, D=65, F=0. Final grades will be assigned according to the following scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.*

Grading Policy Changes – Faculty must provide grading policies to students by the first-class period. As such, faculty cannot change the course grading policy after the second class session. (See Student Rule 10.)

Late Work Policy

Students are expected to attend all classes. If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details.

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Course Schedule

Classes

Key Questions to Consider Regarding the specific countries and issues covered during the semester:

- What are the key factors that will shape the future trajectory of the Middle East?
- What role have outside players and regional rivalries played?
- What impact has US policy had and how has US influence changed over time?
- What interests does the US currently have in the region?

#1. August 26: Introduction--Review of Syllabus, major themes, expectations for the course, key student deliverables. Will also use the first session to introduce myself and get to know students.

#2. September 2: Prelude to the Arab Spring. Lecture and discussion. The Middle East in historical perspective before the Arab Spring. An overview of key trends in the region and US policy toward the Middle East from the end of the cold war to the onset of the Arab Spring. What policies by Middle East governments contributed to the Arab Spring? What signs were there prior to the Arab Spring that Arab populations were ready to revolt against their leaders? What impact did the policies of outside actors have on Middle Eastern countries prior to the Arab Spring? What role did the US have in the region and what impact did US policies and actions have on regional developments?

Readings: Mark Lynch, The New Arab Wars: Uprisings and Anarchy in the Middle East, Public Affairs, 2016, pp.1-18.

Sean Yom edited, Government and Politics of the Middle East and North Africa: Development, Democracy, and Dictatorship, ninth edition, Routledge 2020, pp. 26-36.

Mark Lynch, The Arab Uprising: The Unfinished Revolutions of the New Middle East (Public Affairs, 2012), pp. 29-65. E-Reserves

#3. September 9: The Arab Spring--Lecture and Discussion on Origins, Evolution, Key Drivers of Arab Spring. Lecture and discussion. How did it happen? Why did the first revolt against an Arab dictator take place in Tunisia? What impact did Tunisia have on the uprising in Egypt? What effect did Egypt have on the uprisings in the rest of the region? What did the Arab Spring say about the continued existence of pan-Arabism? Why did the Arab uprisings unfold so differently across the region? What role did Arab militaries play and how significant was their impact? What strategies did Arab states across the region adopt toward the uprisings? How did the Arab uprisings evolve and what were the significant factors in this evolution? How did the US react to the uprisings and what impact did US policies have? Why did Middle East experts, including those in the intelligence community, not fully anticipate the Arab uprisings?

Students should let instructor know the topic for their first paper by this class.

Readings: Marina and David Ottaway, A Tale of Four Worlds: The Arab Region After the Uprisings, Oxford University Press, 2019, pp. 1-50.

Steven Cook, False Dawn: Protest, Democracy, and Violence in the New Middle East, Oxford University Press, 2017, pp. 143-200. E-Reserves.

Mark Lynch, The New Arab Wars, pp. 47-75.

Mark Lynch, "The New Arab Order: Power and Violence in Today's Middle East," Foreign Affairs, September/October 2018. E-Reserves.

#4. September 16: The Challenge for Analysts in Dealing with Strategic Surprise: A Look at the Arab Spring and the Iranian Revolution. This section will examine the challenge of dealing with uncertainty and anticipating strategic surprise in assessing complex events in which many factors contribute to the outcome. We will discuss why almost all experts inside and outside of government failed to predict the Arab uprisings of 2010 and 2011 and what we can learn from this failure. We will also discuss the 1979 Iranian revolution, where, again, most experts missed the potential for revolution in Iran and failed to anticipate the rise of Ayatollah Khomeini and a regime dominated by clerics.

Readings: Gregory Gause III, "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability," Foreign Affairs, July/August, 2011. E-Reserves.

Robert Jervis, Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War (Cornell University Press 2010), pp. 1-32 and pp. 123-155. E-Reserves.

Kyle Balzer, "Policy, Perception and Misconception: The United States and the Fall of the Shah," Marine Corps University Press, 2019. E-Reserves

Casimir Yost, "Grand Strategy and Strategic Surprise," Institute for the Study of Diplomacy, Case Studies website. E-Reserves.

#5. September 23: US Policy Toward the Arab Spring and Beyond: Drivers and Consequences. What motivated US policy toward the Arab Spring as it unfolded? What principles guided President Obama's overall outlook on the Middle East? How did US policy shift as it dealt with different countries in the region? How did the evolution of the Arab Spring affect US commitment of resources to the region and thinking about the role it should continue to play? How have regional actors perceived US policy and how has it influenced their policy decisions and view of US role and credibility in the region? Instructor briefing followed by class discussion.

First 5-7 page paper due by start of class (hard and soft copy).
Students will turn in topic for 20-page research paper by the start of class (paper copy and email).

Readings: William Burns, The Back channel—A Memoir of American Diplomacy and the Case for Its Renewal, Random House, 2019, pp. 293-336. E-Reserves.

Casimir Yost, “Out of the Quicksand,” *The American Interest*, April 9, 2014. E-Reserves.

Jeffrey Goldberg, “The Obama Doctrine,” *The Atlantic*, April 2016. E-Reserves.

Mark Lynch, “Obama and the Middle East: Rightsizing the US Role,” *Foreign Affairs*, September/October 2015. E-Reserves.

Phil Gordon, Losing the Long Game: The False Promise of Regime Change in the Middle East, St. Martins Publishing Group, 2020, pp. 1-24.

#6. September 30: Egypt—From Revolution to Repression. Egypt, the first country after Tunisia to depose an authoritarian leader, went from revolutionary fervor and hope for the emergence of democracy to renewed authoritarian rule within two years. How did this occur? What is President El Sisi’s record of governance and will Egypt experience a new revolutionary wave? How have the revolution and its aftermath affected Egypt’s relations with the United States, and Israel and Egypt’s role in the region?

First 15-minute presentation will take place providing an analytical overview on the topic of this session. Instructor will offer comments on presentation and help frame issues for class discussion.

Readings: Phil Gordon, Losing the Long Game, pp. 145-169.

Marina and David Ottaway, A Tale of Four Worlds, pp. 133-160.

Mark Lynch, The New Arab Wars, pp. 139-163

William Burns, pp. 293-296, 299-313, 335. E-Reserves.

#7. October 7: Middle East Civil Wars: The Impact of the Arab Spring on Syria, Libya, and Yemen. While most Middle East states managed to limit the impact of the Arab uprisings of 2011, three Arab countries, Syria, Yemen, and Libya, have experienced protracted civil wars. This class will examine why protracted civil conflict has engulfed these three countries. What do they have in common and how is each one unique? What has been the impact of the civil

wars on these countries, their immediate neighbors, and the region as a whole? Why has each of these conflicts been subject to intervention by multiple outside actors from the region and beyond? What are the prospects for Syria, Libya, and Yemen to rebuild and reestablish state control over all of their territory?

Student(s) will give a 15-minute presentation on the topic of this session. Instructor will offer comments on presentation and help frame issues for discussion

Readings: Marina and David Ottaway, pp. 75-102 (Syria).

Lynch, The New Arab Wars, pp. 105-138 (Syria), 189-224 (Syria).

Burns, pp. 322-334 (Syria), E-Reserves.

Gordon, pp. 203-242 (Syria).

#8. October 21: The Civil Wars In Syria, Libya, and Yemen (continued)

The class will continue to discuss the civil wars in Syria, Libya, and Yemen and examine their impact on these three countries, the region, and the international order.

Students will submit outlines for 20-page research paper in class and by email.

Students should also let instructor know topics for their second paper by this class.

Student(s) will give a 15-minute presentation on the topic of this session. Instructor will offer comments on presentation and help frame issues for discussion

Readings: Burns, pp. 314-322 (Libya).

Gordon, pp. 170-202 (Libya)

Karim Mezran and Tahani Elmogrbi, "State of Libya," in Sean Yom edited Government and Politics of the Middle East and North Africa, pp. 181-206

Stacey Philbrick Yadav, "Republic of Yemen," in Sean Yom edited Government and Politics of the Middle East and North Africa, pp. 609-640

#9. October 28: The Monarchies Survive the Arab Spring: The Different Paths Taken by Saudi Arabia, Jordan, and Morocco. Why did secular autocracies such as Egypt, Tunisia, Syria, Libya,

and Yemen succumb to the Arab uprisings of 2011, while Saudi Arabia (and the other monarchies in the region) escaped the calls for regime change resonating across the region? This class will examine three monarchies—Saudi Arabia, Jordan, and Morocco—and discuss what characteristics may have allowed them to survive and what tactics they used to fend off calls for change.

Student(s) will give a 15-minute presentation on the topic of this session. Instructor will offer comments on presentation and help frame issues for discussion.

Readings: Gause III, F. Gregory, “Saudi Arabia: How Much Change?,” in *The Contemporary Middle East In An Age of Upheaval*, edited by James Gelvin (Stanford University Press), pp. 155-169. E-Reserves.

Two good monographs by Karen Elliott House on Saudi Arabia and Saudi Crown Prince Mohammed bin Salman can be found online.

Marina and David Ottaway, pp. 103-133 (The Gulf Monarchies).

Lynch, The New Arab Wars, pp. 225-240 (Saudi Arabia)

Gregory White, “Kingdom of Morocco,” in Government and Politics of the Middle East and North Africa, pp. 81-114.

Andre’ Bank, “Hashemite Kingdom of Jordan,” in Government and Politics of the Middle East and North Africa, pp. 377-4

#10. November 4: Iran: How Should the US Deal with the Islamic Republic?

Iranian policies toward the region pose a major challenge to US interests. Iran has been hostile toward the US and its allies in the Middle East since the 1979 Iranian revolution. Iran exploited the civil wars in Syria, Yemen, and Iraq spawned by the 2011 Arab uprisings to expand its military presence and influence across the region. Tehran has used its expanded presence to threaten Israel, target US assets in the region, and intimidate US allies. Iran has continued to expand its nuclear program, raising fears it is close to a bomb. At the same time, Iran has faced growing domestic opposition over the past decade and more increasingly calling for regime change.

We will analyze all of these development as well as the impact of **Israel’s Military successes against Iran and its allies after Hamas’ 7 October attack on Israel**. **How significantly have these developments weakened Iran and its Axis of Resistance and what are the**

implications for Iran's stability, pursuit of a nuclear weapon, presence and influence in the region, and relations with the US?

Student(s) will give a 15-minute presentation on the topic of this session. Instructor will offer comments on presentation and help frame issues for discussion.

Second 2500-word paper is due.

Readings: Tabaar, Mohammad Ayatollahi, "Ebrahim Raisi and the Triumph of the Hardliners," *Foreign Affairs*, September/October, 2021. E-Reserves

Karim Sadjadpour, "Iran's Hollow Victory: The High Price of Regional Dominance," *Foreign Affairs*, March/April 2022. E-Reserves.

Mohammad Tabaar, "Why Iran's New President Won't Change His Country," *Foreign Affairs*, July 16, 2024. E-Reserves.

Suzanne Maloney, "The Middle East's Dangerous New Normal," *Foreign Affairs*, January/February 2025 (Published on December 10, 2024). E-Reserves.

Ellie Geranmayeh, "Iran's 3 Possible Post-Assad Paths," *Foreign Policy*, December 19, 2024.

#11. November 18 : Israeli-Palestinian and Arab-Israeli Relations After October 7: Is there a Future for the Two-State Solution No issue has received more high-level attention from senior US officials in the last four decades than the Israeli-Palestinian conflict. However, the repeated failure of US peace efforts, the rightward trend in Israeli politics over the last two decades, and the continued growth of settlements on the West Bank, have convinced some observers that a two-state solution is no longer possible. Other experts contend that a two-state solution remains the only viable option given the intense nationalist aspirations of Israelis and Palestinians.

Student(s) will give a 15-minute presentation on the topic of this session (if needed). Instructor will offer comments on presentation and help frame issues for discussion.

Readings: Quandt, William, Chapter 10, "Getting to the Table: Bush and Baker 1989-1992", Chapter 11, "Clinton the Facilitator," and Chapter 12, "Clinton's Finale: Distractions, Hesitation, Frustration," in *Peace Process*, Third Edition (The Brookings Institution and University of California Press 2005), pp. 290-384. E-Reserves

Mark Lynch and Shibley Telhami, "The Two-State Mirage," *Foreign Affairs*, March/April 2024 (Published February 20, 2024). E-Reserves

Marting Indyk, "The Strange Resurrection of the Two-State Solution," *Foreign Affairs*, March/April 2024 (Published February 20, 2024) E-Reserves

Dennis Ross, "The Road to Peace in Gaza: A Veteran Negotiator's Plan, The Washington Institute Website, February 5, 2024. E-Reserves

Natan Sachs, "Peace Between Israelis and Palestinians Remains Possible," *Foreign Affairs*, January 19, 2024. E-Reserves

#12. November 25: November 23: Middle East Landscape: What is the impact of the Arab Spring Over a Decade Later. Instructor opens with presentation on key issues, insights raised during the course and sets the scene for discussion. Class discusses and debates possible Middle East futures, drawing on everything learned in the course.

Readings: Robert Malley, "The Unwanted Wars: Why the Middle East is More Combustible Than Ever," *Foreign Affairs*, November/December 2019. E-Reserves.

Maha Yahya, "The Middle East's Lost Decades: Development, Dissent, and the Future of the Arab World," *Foreign Affairs*, November/December, 2019. E-Reserves.

Steven Cook, "The End of Hope in the Middle East," *Foreign Policy*, September 5, 2020. E-Reserves.

Mark Lynch, "The Arab Uprisings Never Ended" *Foreign Affairs*, January/February 2021. E-Reserves.

Mark Lynch, "Proxy War and the New Structure of Middle East Regional Politics," in *The Contemporary Middle East In An Age of Upheaval*, edited by James Gelvin (Stanford University Press, 2021), pp. 238-252. E-Reserves.

#13. December 2: US in the Middle East: Does the US still have vital interests in this region? For several years now, Middle East watchers have been debating US core interests in the region. Some argue that the decimation of ISIS, the US's reduced dependence on oil from the Gulf, and Israel's ability to provide for its own security allow Washington to focus on other parts of the world, such as Russia and China's growing aggressiveness. Other experts argue the US must remain involved in the Middle East because "what happens in the region does not stay in the region." They say the US must maintain its economic, diplomatic and security commitments in the region to safeguard such vital US interests as freedom of navigation, the free flow of oil, countering Iran and terrorism and checking the proliferation of WMD.

Class will discuss and debate whether or not the US still has important interests in the region that call for a significant commitment of resources and policy focus. Class also will examine how the US can prevent a resurgence of threats from the region if it does reduce its presence and involvement there.

Readings: Tamara Wittes and Mara Karlin, "Middle East Purgatory," *Foreign Affairs*, January, February, 2019, pp. 88-100. E-Reserves.

Gregory Gause, "Should we Stay or Should We Go: The United States and the Middle East," <https://www.tandfonline.com/doi/full/10.1080/00396338.2019.1662114#d1e79>

Martin Indyk, "The Middle East Isn't Worth it Anymore," *The Saturday Essay*, Wall Street Journal, January 17, 2020. E-Reserves.

Steven Cook, "No Exit: Why the Middle East Still Matters to America," *Foreign Affairs*, November/December 2020. E-Reserves.

Suzanne Maloney, "The End of America's Exit Strategy in the Middle East," *Foreign Affairs*, October 10, 2023. E-Reserves.

#14. December 9: US Policy Toward the Middle East: What Role Should the US Play?

The 5000-word paper is due by the start of class.

Class will discuss possible future US policies toward the Middle East.

Readings: Vali Nasr, "The War that Remade the Middle East," *Foreign Affairs*, Jan/Feb 2024. E-Reserves

Phil Gordon, "America has a Historic Opportunity in the Middle East," February 19, 2025, *Foreign Affairs*. E-Reserves.

Richard Haass, "The Iran Opportunity: What America Needs to Do to Achieve a Breakthrough," *Foreign Affairs*, January 6, 2025. E-Reserves.

Dennis Ross and David Makovsky, "The Path to a Transformed Middle East," *Foreign Affairs*, February 3, 2025. E-Reserves.

Dana Stroul, "The Narrow Path to a New Middle East," *Foreign Affairs*, April 2, 2025.

University Policies

Technology Support – For technical support at the Bush School DC Campus contact the Bush School DC IT Team: bushschoolcit@tamu.edu

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M at College Station

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). Students needing a listening ear can call the Texas A&M Helpline (979.845.2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends for mental health peer support while classes are in session. The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](#).

Texas A&M College Station

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Campus-Specific Policies

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to [howdy.tamu.edu](#) and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.