

## HIST 465c: The Making of Modern Ireland

Fall 2014 Revised for Core Silver Plan

### Instructor Information

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### Course Description and Core Objectives

The course examines the culture and history of Ireland since the seventeenth century. The oldest colony of Great Britain, modern Ireland is characterized by religious, ethnic, nationalist, and imperial conflict, still apparent in the conflicts over the 12<sup>th</sup> of July marches in Northern Ireland today.

This course satisfies Core Objectives 11 and 13 of the Silver Core Curriculum:

**CO11. Global Contexts.** Students will apply modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will understand the connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current local situations.

**CO13. Integration and Synthesis.** Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

As a core course in global contexts (CO11), the course analyzes the tumultuous relationship between Ireland and Britain in the last four-hundred years. Here the emphasis is on Irish historical experience in the larger context of the history of the British Isles and the British Empire. In this context, the course analyzes the wide variety of nationalist movements that have emerged in Ireland, viewing them as part of a broader history of nationalism and the creation of the modern nation-state, which is part of a globalized proliferation of common political forms, whose dominance is expressed in the creation of the United Nations. Moreover, the fractured island of Ireland—divided between the independent Republic of Ireland and Northern Ireland (part of the United Kingdom) may be regarded in terms analogous to other political spaces where the fit between the nation and state are problematic: the Basque country, Catalonia, Israel/Palestine, and Kashmir among others. A principal goal of the course is to think how the relative resolution of the Irish troubles may help us think about how analogous situations in the world may be as well.

Through the assigned readings, essays, class discussions, and research projects, students will also practice critical thinking and communication skills that can be applied in other academic and professional contexts. In their research and written work, students will engage in skills entailing integration and synthesis (C013) by assessing evidence from multiple sources drawn from multiple disciplines and developing broadly-based arguments based on it.

In addition, HIST 465c helps students to hone the skills described in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements:

**CO1. Effective Composition and Communication:** Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

**CO3. Critical Analysis and Use of Information:** Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

### **Skills-Based Curriculum**

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about the major social movements that have shaped United States history, students will have opportunities to practice and improve the following skills in this course:

- critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical manner)
- historical research (through finding information about historical topics in short assignments and a research project)
- written communication (through writing short assignments, a research presentation, and an integrative essay)
- primary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented historical documents and cultural artifacts created during the time periods we are studying)
- secondary source analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the time period we are studying)
- cultural text analysis (through thinking about the significance of cultural texts such as news reports, magazine articles, music, and films and placing them in historical context)
- oral expression (through small group and whole class discussions and student presentations)
- using the internet (through research assignments and guidance on how to evaluate internet sources)

## **Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)**

Students successfully completing this course will be able to:

1. analyze the intertwined class, ethnic, and religious conflicts that have produced generations of violence and sectarianism within Ireland. ((CO3, CO10, CO13)
2. analyze Irish nationalism in the broader context of Irish culture, the historical relationship between Britain and Ireland, and the British Empire. (CO3, CO11, CO13)
3. analyze and synthesize primary, secondary, and cultural sources (CO3, CO13)
4. find and use historical scholarship and sources to answer a research question (CO3, CO13)
5. present ideas in a clear and persuasive manner both orally and in writing (CO1, CO3)

You may notice that the abbreviation SLO followed by a series of numbers appears on some course materials. This simply means that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above (e.g., “SLO 1, 4” means the activity builds your knowledge of how social movements emerge (SLO 1) and requires you to present ideas orally or in writing (SLO 4)).

## **Books Available for Purchase at the University Bookstore**

Angela Burke, *The Burning of Bridget Cleary* (Penguin)

Richard English, *Terrorism: How to Respond* (Oxford)

Dennis Dworkin, *Ireland and Britain, 1798-1922: An Anthology of Sources* (Hackett)

Robert McLiam Wilson, *Eureka Street* (Arcade)

Moody et al., *The Course of Irish History* (Roberts Rinehart)

J. M. Synge, *The Aran Islands* (Penguin)

## **Class Schedule**

1.1 Monday, August 25: Introduction (SLOs 1,2)

1.2 Wednesday, August 27: Introduction (Continued) (SLOs 1,2)

Reading: Dworkin, Introduction (pp. x-xxvii)

**Monday, September 1: Labor Day**

2.3 Wednesday, September 3: The Making of the Protestant Ascendancy (SLOs 1,2,3,5)

Textbook reading: Moody and Martin, Chapters 14

Recommended textbook Reading: Moody and Martin, Chapters 11-13

Online reading: Jonathan Swift, “Letter to the Earl of Peterborough”

3.4 Monday, September 8: Ireland and the French Revolution (SLOs 2,3,5)

Textbook Reading: Moody and Martin, Chapter 15

Reading: Dworkin, Chapter 1 [Introduction (pp. 1-4), Tone, Selections from *The Life of Theobald Wolfe Tone* (1), Burke, “A LETTER on the Affairs of Ireland, written in the year 1797” (2)]

3.5\* Wednesday, September 10: The Making of the United Kingdom (SLOs 2,3,5)

Textbook Reading: Moody and Martin, Chapter 16

Reading: Dworkin, Chapter 1 [Pitt, Selections from *Speech of the Honourable William Pitt in the House of Commons, Thursday, January 31, 1799* (4); Emmet, “Speech from the Dock” (5); Moore, “Dear Harp of My Country” and “Erin, oh Erin” (12 & 13)]

4.6 Monday, September 15: Irish Nationalism and Catholic Emancipation (SLOs 1,2,3,5)

Reading: Dworkin, Chapter 1 [Introduction (pp. 3-4), (O’Connell (7) and (8)]

4.7\* Wednesday, September 17: The Repeal Movement and Young Ireland (SLOs 1,2,3,5)

Reading: Dworkin, Chapter 1 [Introduction (pp. 4-5), O’Connell “Mr. O’Connell’s Letter to the

Freeholders of the County of Clare,” (9)], Chapter 2 [Introduction (pp. 49-51), Unsigned Article from *The Nation* (14), Davis, “Ancient Ireland” and “A Nation Once Again” (15) and (16)]

5.8 Monday, September 22: What Can We Learn about Terrorism from the Irish Past (SLOs 2,3,4,5)

Reading: Richard English, *Terrorism: How to Respond* (Chapter 3)

5.9 Wednesday, September 24: Northern Ireland: An Introduction (SLOs 1,2,3)

6.10 Monday, September 29: The Irish Famine and British Rule (SLOs 1,2,3)

Textbook Reading: Moody and Martin, Chapter 17

Reading: Dworkin, Chapter 1 [Introduction (pp. 5-8), *Times*, Editorial (10), Mitchel, Selections from *The Last Conquest of Ireland* (11)]

6.11\* Wednesday, October 1: The Land Issue in Ireland (SLOs 1,2,3,5)

Reading: Dworkin, Chapter 3 [Introduction (pp. 114-15), Lalor, Selections from *The Faith of a Felon* (24), Engels, “The Agricultural Proletariat” in *The Condition of the Working Class in England in 1844* (25), Marx, Letter to Sigfrid Myer and August Vogt (26), Campbell, Selections from *The Irish Land* (30)]

7.12 Monday, October 6: Fenians, the Land War, and the New Departure (SLOs 1,2,3,5)

Textbook Reading: Moody and Martin, Chapter 18

Reading: Dworkin, Chapter 3 [O’Mahoney Letter to William Sullivan (27), James Stephens, Letter to John O’Mahony (28), Ullathorne, “Pastoral” (29), Land League, Foundation of the National Land League of Mayo (31)]

7.13\* Wednesday, October 8: Home Rule, Irish Nationalists, and British Liberals (SLOs 2,3,5)

Reading: Dworkin, Chapter 3 [Parnell, “Mr. Parnell at Cork” (32), Gladstone, “Mr. Gladstone’s Manifesto” (33), Lecky, “Mr. Lecky on Mr. Gladstone’s Proposals” (34), Churchill, “On the Irish Policy of the Tories” (35), “Statements from The Roman Catholic Bishops” (36)

8.14 Monday, October 13: The Burning of Bridget Cleary

Reading: *The Burning of Bridget Cleary*

8.15\* Wednesday, October 15: Protestant Ireland (SLOs 1,2,3,5)

Reading: Dworkin, Chapter 3, [Burke, Selections from “The History of Ireland, as Told in Her Ruins,” *Lectures on Faith and Fatherland* (18), Statements from the Presbyterian Church and the Church of Ireland (37) and (38), Ellis, *The Action of the Grand Orange Lodge of the County of Armagh (And the Reasons Thereof)* (39), “The Orangeman and Home Rule” (40), Montgomery, Memorandum Criticizing the Orange Order for its Harmful and Divisive Effect on Irish Protestantism and Society (41)]

9.16 Monday, October 20: Cultural Revival I (SLOs 2,3,5)

Textbook Reading: Moody and Martin, Chapter 19

Reading: Dworkin, Chapter 2 [Introduction (pp. 51-54), Arnold, Selections from *On the Study of Celtic Literature* (17), Hyde, “The Necessity for De-Anglicising Ireland” (19), Butler, “Irishwomen and the Home Language” (20), Yeats, *Cathleen Ni Houlihan* (21)]

9.17\* Wednesday, October 22: Midterm is due (SLOs 1,2,3,4,5)

10.18 Monday, October 27: Ireland in the New Century (SLOs 1,2,3,5)

Reading: Dworkin, Chapter 4 [Introduction (pp. 171-74), Connolly, “Socialism and Nationalism” (42), Plunkett, Selections from *Ireland in the New Century* (43), Mary McSwiney “A Plea for Common Sense” *The Irish Citizen* and “Editorial” (47) and (48)]

10.19 Wednesday, October 29: Cultural Revival II

Reading: Synge, *The Aran Islands* (SLOs 2,3,5)

11.20 Monday, November 3 Home Rule and British Politics (SLOs 1,2,3,5)

Textbook Reading: Moody and Martin, Chapter 19

Reading: Dworkin, Chapter 4 [Ulster Covenant (44) and (45), Pearse, “The Coming Revolution” (46)]

11.21\* Wednesday, November 5: Ireland and World War I (SLOs 2,3,5)

Reading: Dworkin, Chapter 4 [Introduction (pp. 174-81), Redmond, “An Irish Brigade: Mr. Redmond’s Appeal to His Countrymen, ‘War for High Ideals’” (49), Proclamation of the Irish Republic (50),]

12.22 Monday, November 10: The Easter Rising and Its Legacies (SLOs 2,3,5)

Reading: Dworkin, Chapter 4 [Stephens, Selection from *The Insurrection in Dublin* (51), Markievicz, “Some Women in Easter Week” (52), Yeats, “Easter, 1916” (53), Russell, “The New Nation” (54)]

12.23\* Wednesday, November 12: The Anglo-Irish War (SLOs 2,3,5)

Reading: Dworkin, Chapter 4 [The Anglo-Irish Treaty (55), Debate on the Anglo-Irish Treaty (56)]

13.24 Monday, November 17: The Two Irelands (SLOs 1,3,5)

Textbook Reading: Moody and Martin, Chapters 20 and 21

Online Reading: De Valera, “The Undeserted Village Ireland” and James Craig, “We Are Kings Men”

13.25\* Wednesday, November 19 New Troubles (SLOs 1,2,3,5)

Textbook Reading: Moody and Martin, Chapters 22

14.26 Monday, November 24: The Road to Peace (SLOs 1,2,3, 5)

Textbook Reading: Moody and Martin, Chapter 23

Online Reading: Dworkin, “Intellectual Adventures in the Isles: Richard Kearney and the Irish Peace Process”

14.27 Wednesday, November 26: No Class

15.28 Monday, December 1: Eureka Street (SLOs 1, 2, 3, 4, 5)

15. 29 Wednesday, December 3: Ireland Since the Good Friday Agreement (SLOs 1, 2, 3, 5)

Textbook Reading: Moody and Martin, Chapters 24 and 25

16.30 Monday, December 8: Conclusion

**Final Quiz\***: Friday, December 12, 5:30

### **Assessment for HIST 465C**

- **BRING THE ASSIGNED READING TO CLASS**
- Attendance and participation in class discussions (15%) More than 2 absences will have an impact on your grade. You will lose 5 points for each absence more than 2. You should come ready to talk about the readings for each particular day. It’s important to the dynamic of the class. I will at times call on people randomly during the course of class discussion. If you attend classes but don’t talk, you will get a no more than a C for the participation component of the grade.

- Weekly quizzes and/or short papers (25%). *See guidelines below.* **You will need to bring scantrons for the quizzes.** (SLOs 1, 2, 3,4, 5)
- 10 page research paper (30%). *See Guidelines below* (SLOs 1,2,3,4,5)
- Midterm (10%) A take-home exam that tests your knowledge of the first half of the course. (SLOs 1,2,3,4,5)
- Final Exam (20%) A take-home exam that tests your knowledge of the entire course. (SLOs 1,2,3,4,5)
- To pass the course, the midterm and final exam must be handed in and the long paper (or analytical writing) must be completed and handed in.
- **BRINGING THE ASSIGNED READING THE DAY OF CLASS IS A REQUIREMENT.**

### **Quizzes and Short Papers**

There will be 10 quizzes during the course of the semester. The last quiz is during the final period. In addition, there are four short papers, about a page or two in length, that pertain to the book-length readings. The topics will be emailed about a week before they're due. The quizzes appear in the syllabus with an \*.

Each quiz will consist of 5 questions worth 2 points each (100 points). The short papers are worth 4 points each (16 points). You must write 3 out of the 4 short papers. If you write less than 3, you'll be docked 5 points for each one that's missing.

The maximum number of points you can receive is 116, but when I figure your total score you can't get more than 100 points. However, if you receive a perfect score on your quizzes, you'll receive 10 extra points (110).

Because this component of the grade is 30%, and I end up with a percentage out of 100 for the grade, the highest score that you can get on the quizzes and the short papers is 30. If you receive a perfect score on your quizzes it can be high as 33.

**There are no makeup quizzes. And the papers will only be accepted on the day that they're due and they must be brought to class. The one exception is the paper that's due on November 26. They will be turned in online.**

There are no exceptions to these guidelines unless you have documented reasons for missing more than two classes.

The questions will be based on the lecture slides, the primary sources, and the textbook reading. You're responsible for what we've done since the last quiz. They're might be slight overlap.

**You can use handwritten or typed notes *but not* my lecture slides or the assigned readings for the quizzes.**

The first quiz on September 3<sup>rd</sup> is for practice. It won't count. The first quiz that counts will be on September 10th. The final quiz is given during the final period on December 17th.

You must supply your own scantrons. **They must be ABF-A50 (Alpha).** The color is blue. **I will not accept handwritten quizzes.**

## **Research Paper**

The term paper should be between 8 and 10 pages or 2200 and 2750 words. It is due by Friday, December 5 online on webcampus by 8AM and the hard copy delivered to the History Department by the same day at 5PM. Papers received after this time (8AM online) will be considered late and lowered .5 grade (or 5 points) per day. I want a hard copy and the .doc or .docx file. **Do not submit your paper as a PDF file. If you do, you will lose 5 points.**

The purpose of this assignment is to help you develop an appreciation for the complexities of the Irish question by looking at it from more multiple perspectives: that is, from unequal, social constructed relations within Ireland and within the context of the Anglo-Irish relationship.

Consider the Good Friday Agreement of 1998 in the context of CO10 and CO 11.

In an essay present the multiple positions that led to the Good Friday Agreement and how it is that they produced the compromise that the Agreement represented.

You should back up your arguments by consulting a minimum of 4 primary sources, and 4 secondary sources. **You may not count as secondary sources either my book or *The Course of Irish History*.** You should also use a minimum of 2 entries from the online Dictionary of Irish Biography, published by Cambridge University Press, edited by James McGuire and James Quinn, and available online on the Knowledge Center website. If you have trouble finding it, go to the History subject guide and then choose secondary sources. For this assignment JSTOR is particularly useful, as it has virtually every Irish academic journal that has existed.

The primary sources can be newspapers, music, and literature, among others. The secondary sources must be from books or academic journals such as *Irish Historical Studies* or *History Ireland* and published since 1985. You can use articles found in the Knowledge Center's databases, such as Jstor, but you can't use Internet sources of any kind. If you do, you will lose 10 points for each one.

Each paper must cite quoted and borrowed materials using the *Chicago Manual of Style* notes and bibliography or author-date style. A style guide is found on the History subject guide page. **Note: if you find an article in a Knowledge Center database such as JSTOR do not cite the web address. It's simply a scanned version of a published article.**

At the end of the paper there must be a list of sources used in the paper formatted in the appropriate Chicago style. Following each title that you've used you must add a sentence or two regarding the importance of the source for your research. (Failure to do this will mean a loss of 10 points.)

For instance,

Elliot, Marianne. *When God Took Sides: Religion and Identity in Ireland: Unfinished History*. Oxford: Oxford University Press, 2009.

The book argues that contemporary Ireland is mired in entrenched conflicts between Irish Catholics, Ulster loyalists, and Anglo-Irish Protestants that are rooted in variable views of the past. It suggests that to create a more harmonious future these ideologies have to be deconstructed.

### Considerations in Writing the Paper

In this course I have done my best to give an impartial and complex view of the Irish troubles. In class presentations and in what I've written, I have sought to be impartial and fair to all sides, use neutral language and terminology, and write in *Ireland and Britain* in a detached and objective way. If you look at how I write about controversial events, such as the famine, you will gain insight into how I want you to write and analyze. You will be graded on your ability to analyze ideas and events in a complex and impartial way and to render them and the perceptions of them accurately. Also consider the following:

- The paper has to have an argument or thesis statement in the first paragraph. **Put it in bold so I know what it is.** It should be concrete and specific. For instance, *I'm going to write about the Good Friday Agreement* is not a thesis statement. A thesis statement would be, for instance, *the Good Friday Agreement resulted from a dialogue between perspectives inside and outside Northern Ireland*
- Terms such as the Irish, the English, the British, the Irish people, and the English people are meaningless. The Irish government, the Irish middle class, most people in southern Ireland, Northern Catholics, Irish cultural nationalists, and Irish republicans are meaningful. So are the English government (before 1707), the British government (after 1707), British conservatives, British liberals, Ulster Protestants, Ulster Unionists, southern Unionists, and Anglo-Irish landlords.
- When you refer to events and the date when authors wrote texts, be accurate about when they take place.

### Grading Your Paper

- Your ability to produce an argument that is analytical and argue it persuasively through the use of primary and secondary sources in a dispassionate and objective way.
- Your ability to use language that accurately describes the groups and people that you are talking about.
- Your ability to discuss primary sources such that you explain in precise terms who is doing the speaking, what the context is, and what is important about what they are saying.
- Your ability to cite secondary sources in meaningful and significant ways.
- Your ability to explain in accurate and straightforward terms the historical context of the Good Friday Agreement.
- Your ability to cite sources accurately and in one of the two Chicago styles.

- Your ability to create an informative annotated bibliography. You should group the sources into two groups, primary and secondary, so I know what is what.
- Your ability to write clearly and with attention to basic grammar.
- Your ability to create a title for your paper that accurately describes what you are writing about.

## **Grading Criteria**

Grading criteria for written work are set out below.

### **F (less than 60%)**

**F** is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

### **D- (60–62%), D (63–66%), D+ (67–69%)**

**D** is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

### **C- (70–72%), C (73–76%), C+ (77–79%)**

**C** is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

### **B- (80–82%), B (83–86%), B+ (87–89%)**

**B** denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

### **A- (90–94%), A (95–100%)**

**A** is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or

grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

### **Requirements and Grading**

#### **Support**

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Your student fees cover usage of the Math Center (784-4433 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [http://www.unr.edu/writing\\_center/](http://www.unr.edu/writing_center/)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

The Department of History Writing Center is available to all students enrolled in history courses at UNR to provide help with assignments and to hone writing skills. Unlike the ASUN Writing Center, our center is discipline specific. During one-on-one consultations students can work on specific issues related to historical writing such as organization, argument, style, evidence, analysis, and citations. Don't know how to get started on a specific assignment? The center can help with that too. Contact Timothy Smith [smith.timothy.paul@gmail.com](mailto:smith.timothy.paul@gmail.com).

#### **Academic Dishonesty**

Cheating on quizzes and exams and plagiarism of papers, at a minimum, results in an F for the class. Incompletes are not an option.

Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

“The work of another” includes any material used in your assignments and essays (i.e., books, articles, Internet sites, documents, lecture notes or handouts from other courses, etc.). These must be properly acknowledged by providing references either in the text or in a footnote, along with a bibliography giving the complete publication information for all sources used in the longer essays. It is not necessary to provide a bibliography with the weekly assignments, unless you have used sources other than the assigned course texts. Even if you paraphrase someone else's ideas and do not quote them directly, you still must acknowledge your source. Citations should also be given for little-known facts and statistics.

## **Class Decorum**

The great majority of students is courteous, attentive, responsible, and want to learn. But a small minority (so it seems) seems in need of reminding of what constitutes the basics of class behavior. Failure to comply with these basic rules will result in a lower attendance and participation grade.

- Everybody is occasionally a couple of minutes late, but five minutes is disruptive, as is being late on a continual basis.
- The same goes for leaving. The class is 75 minutes. If you have to leave early, you should have a legitimate reason and explain it to me before class begins. If you have to leave early more than once or twice, you're probably in the wrong class.
- It goes without saying that taking a class involves paying attention to what is taking place. Reading newspapers or other materials irrelevant to the course or surfing the web and reading and writing email are not appropriate forms of behavior. Sleeping should be done at home. The first time you get a warning. The second time I'll ask you to leave.
- I encourage the use of computers in class, but I don't want to see any phones out. And if you're using your phone or surfing the internet or doing your email you will no longer be able to use your computer or tablet. If you do it again, you will get 0 pts. for the discussion portion of the grade.