

Undergraduate Curriculum and Academic Policy Committee
Course Syllabus Guidelines

Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School CoLA

Department History; Political Science

II. Course Information

Course Title: The Middle East

Course Abbreviation and Number: RST 2910

Course Credit Hours; 3

Course Cross Listing(s) Abbreviation and Number:

Check ("x") all applicable:

General Education Course Integrated Writing Course

Service Learning Course _____

Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course _____

Ohio Transfer Module Course _____ Others (specify) _____

III. Course Registration

Prerequisites:

Corequisites:

Restrictions: including, e.g., junior standing, majors only, etc.

Other: including, e.g., "Or by permission of instructor"

IV. Student Learning Outcomes

The objective of the class is for students to acquire a broad understanding of Middle Eastern society, culture and history and to be able roughly to sketch the transition from a traditional society to the emergence of modern norms and political structures. The focus on brief writing exercises is intended to strengthen the ability of students to organize information, communicate their thoughts, and prose in an articulate and cogent manner. The discussion of the reading material will also encourage students to analyze arguments and relate them to the larger issues discussed in the lectures. We will devote one week of classes to discussing the novel *Midaq Alley*, so please be prepared to participate in this discussion. Students will be expected to engage critically with the required reading materials of the course and with the films being viewed in the class.

This is a course in the Wright State Core, Element Three (Global Traditions). Students in this class will be able to:

- a. Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world

b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally

c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

This course is also an Integrated Writing course. Students will be expected to produce writing that

- *Demonstrates their understanding of course content,*
- *Is appropriate for the audience and purpose of a particular writing task,*
- *Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and*
- *Shows competency in standard edited American English.*

V. Suggested Course Materials (required and recommended)

James Gelvin, *The Modern Middle East: A History*, (Cambridge University Press)
 Naguib Mahfouz, *Midaq Alley* (Anchor Publishing, Reprinted 1992)

All other required readings are placed on electronic reserve and can be downloaded and printed from the Wright State University Library Electronic Reserve homepage.

VI. Suggested Method of Instruction

Lecture

VII. Suggested Evaluation and Policy

- **Contemporary Events Presentation – 10%:** Students will be assigned dates on which they will present on both an event that elucidates the larger cultural and social issues of the contemporary Middle East as well as one news topic from a given week. These cultural and news items will be taken from on-line newspapers and news sources from the Middle East that the instructor will provide to you.
- **Terms Test and Map Quiz “Defining the Traditional Middle East” – 20%:** This test will require you to identify and state the significance of terms that we explored from Week Two and Week Three as we attempted to define a traditional Middle East. You will also be required to identify places of historical significance (i.e. Ka`ba), geographic features (rivers, seas) and cities on a blank map.
- **Outlines and Responses to readings:** This assignment will require you to provide either short answer responses or point-form outlines of the readings we will be discussing in class. Further instructions for each assignment will be given in advance.

- – **10%:** “Outline and Response to Readings I: Modern Transformations based on J. Gelvin readings”
 - -- **10%:** Due: Outline and Response to Readings II on Women in the Middle East: “*Securing Politics*”
- **Quiz on Naguib Mahfouz’s *Midaq Alley* – 5%:** This quiz will be given before we begin discussion of the novel. You will be required to show that you are familiar with the main characters and events of the novel.
- **Essay on *Midaq Alley*: -- 20%:** You are required to compose an essay that explores the themes and topics of the novel in a 4-6 page essay.
- **Final Exam – 25%:** This final exam will cover the main topics and themes we explored in the second-half of the semester “The Emergence of the Modern Middle East” from Weeks Four to Fourteen.

VIII. Suggested Grading Policy

Final course letter grade earned in relation to evaluation and policy. This is an Integrated Writing class in the Wright State Core. You cannot pass the class unless you pass the writing portion of the class.

Contemporary Events Presentation – 10%: Students will be assigned dates on which they will present on both an event that elucidates the larger cultural and social issues of the contemporary Middle East as well as one news topic from a given week. These cultural and news items will be taken from on-line newspapers and news sources from the Middle East that the instructor will provide to you.

- **Terms Test and Map Quiz “Defining the Traditional Middle East” – 20%:** This test will require you to identify and state the significance of terms that we explored from Week Two and Week Three as we attempted to define a traditional Middle East. You will also be required to identify places of historical significance (i.e. Ka`ba), geographic features (rivers, seas) and cities on a blank map.
- **Outlines and Responses to readings:** This assignment will require you to provide either short answer responses or point-form outlines of the readings we will be discussing in class. Further instructions for each assignment will be given in advance.
 - – **10%:** “Outline and Response to Readings I: Modern Transformations based on J. Gelvin readings”
 - -- **10%:** Due: Outline and Response to Readings II on Women in the Middle East: “*Securing Politics*”

- **Quiz on Naguib Mahfouz's *Midaq Alley* – 5%:** This quiz will be given before we begin discussion of the novel. You will be required to show that you are familiar with the main characters and events of the novel.
- **Essay on *Midaq Alley*: -- 20%:** You are required to compose an essay that explores the themes and topics of the novel in a 4-6 page essay.
- **Final Exam – 25%:** This final exam will cover the main topics and themes we explored in the second-half of the semester “The Emergence of the Modern Middle East” from Weeks Four to Fourteen.

IX. Suggested Assignments and Course Outline

PART ONE: THE TRADITIONAL MIDDLE EAST

Week One: *The Middle East: People and Geography*

- **Monday:** Introduction to Course
- **Wednesday:** Human and Physical Geography of the Middle East
- **Friday:** View video “Islam: Empire of Faith” (Part I)

Week Two: *Islam: Doctrines and Law*

- **Monday:** The Qur’an, Islam and the early Muslim community
- **Wednesday:** The establishment of the Abbasid empire (750-1258) and the foundations of Sunni Orthodoxy: *Shariah* (Law), theology, and education
- **Friday:** Discuss Werthmuller reading and view video “Islam: Empire of Faith” (Part II)

Readings:

- Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, pp. 141-151
- Kurt Werthmuller, “The Extraordinary ordinariness of Ibn Khaldun: The Great Medieval Islamic Historian in Context,” *Historically Speaking*, Jan./Feb. 2007: 22-24

Week Three: *Shi’i Islam*

- **Monday:** Traditional Islamic Art and Architecture in the Middle East

- **Wednesday:** The foundations of Shi'i Islam and discuss "Shi'i Sermon on Husayn's Martyrdom" distributed in class
- **Friday:** View "Schism: Awaiting the Hidden Imam" (BP 192. B35)

Reading:

- Jonathan Berkey, *The Formation of Islam: Religion and Society in the Near East, 600-1800*, pp. 130-141

PART TWO: THE EMERGENCE OF THE MODERN MIDDLE EAST

Week Four: *Modern Reforms in the Middle East before WWI*

- **Monday:** Terms Test and Map Quiz on the Traditional Middle East
- **Wednesday:** *The Ottoman empire to 1700 and the Traditional Middle East*
- **Friday:** View video: "Islam: Empire of Faith" (Part Three: The Ottoman empire) (BP 50. I846)

Readings:

- Gelvin, *The Modern Middle East*, pp. 27-59, pp. 69-110, and pp. 138-146

Week Five: *Colonialism and Modernity in the Middle East*

- **Monday:** The legacy of French colonialism and the modern nation states of Algeria, Lebanon, Morocco, Tunisia, , and Syria
- **Wednesday:** The legacy of British colonialism and the modern nation states of Egypt, Iraq, Israel/Palestine, and Jordan
- **Friday:** Discuss readings on colonialism in the Middle East

Readings:

- Judy Mabro, "As to the position of women," *Veiled Half-Truths: Western Travellers' Perceptions of Middle East Women*, pp. 177-194
- Lord Cromer, "Introduction," *Modern Egypt* (1912), pp. 1-15
- "Article 22" League of Nations (1919)

Week Six: *Modern Reforms in the Middle East before WWI*

**** Distribute Outline and Response to Readings I: Modern Transformations based on J. Gelvin readings” ****

- **Monday:** Modern state reforms in the Ottoman empire and the Middle East before World War I
- **Wednesday:** Modern Islamic Thinkers
- **Friday Oct. 9:** Discuss James Gelvin “Wasif Jawhariyyeh and the Great Nineteenth Century Transformation”

**** DUE Outline and Response to Readings I: Modern Transformations based on J. Gelvin readings” ****

Readings:

- Discuss: Gelvin, “Wasif Jawhariyyeh and the Great Nineteenth Century Transformation,” *The Modern Middle East*, pp. 100-110
- Gelvin, *Modern Middle East*, pp. 88-99 and pp. 123-138

Week Seven: *The Middle East after World War WWI and WWII: Secularism and Nationalism*

- **Monday:** Independent Middle Eastern States after WWI and WWII: Iran and Turkey
- **Wednesday:** Independent Middle Eastern States after WWI and WWII: The Arab States
- **Friday:** Discuss readings and view clips from “Muslims” (DS35.62 .M87 2003)

Readings:

- Mustafa Kemal, “Design for a modern, secular Turkish state (1925),” in M. Gettleman, *The Middle East and the Islamic World Reader*, pp. 126-127
- Michel Aflaq, “Relationship between Arabism and Islam,” (1943), pp. 170-175.
- Taha Husayn, “Egypt as a mixture of Pharonic, Arab and Western Cultures,” (1938), pp. 166-170.
- Gelvin, *Modern Middle East*, pp. 171-215

Week Eight: *Naguib Mahfouz’s Midaq Alley*

- **Quiz on *Midaq Alley*** and discussion of novel
- **Wednesday Oct. 28: Continued discussion of *Midaq Alley***
 - **Friday Oct. 30: Continued discussion of *Midaq Alley***

Distribute “Essay Assignment on *Midaq Alley*”

Week Nine: *Modern Islamic Political Movements*

- **Monday:** Modern Islamic groups in the Middle East and discuss “Cairo University Students on the Iranian Revolution” distributed in class
- **Wednesday:** Choose one Chapter from Moaddell *Islamic Modernism, Nationalism, and Fundamentalism*, discussing Islamic fundamentalist movements in either Algeria, Egypt, Iran, Syria or Jordan. (Kept at Dunbar Short Term Reserve)
- **Friday:** View documentary “Modern Islam”

Readings:

- Gelvin, *Modern Middle East*, pp. 282-303

Week Ten: *Women in the Modern Middle East*

- **Monday:** *Women in the Modern Middle East*
- **Wednesday:** View Documentary “Class of 2006”

Friday: Discussion of Reading “Securing Politics” and **** Due: *Outline Response to Reading “Securing Politics”* ****Middle Eastern women in the modern era “Securing Politics,” *Progress of Arab Women*, published by the United Nations Development Fund for Women (UNIFEM) in 2004, pp. 270-286

Readings:

- “Securing Politics” and **** Due: *Outline Response to Reading “Securing Politics”* ****Middle Eastern women in the modern era “Securing Politics,” *Progress of Arab Women*, published by the United Nations Development Fund for Women (UNIFEM) in 2004, pp. 270-286

Week Eleven:

- **Monday:** The Origins of the Arab-Israeli Conflict: From World War I to 1948
- **Wednesday:** Palestinians and Israelis from 1948 to the Peace Process of the 1990’s
- **Friday:** Class discussion on the origins and causes of the Arab-Israeli Conflict and view video *Palestine: 1890s to 1990s* (DS 125.P292)

Readings:

- Gelvin, *Modern Middle East*, pp. 271-281

- The Balfour Declaration (1917)
- “Zionist Organization’s memorandum to the Peace Conference,” (1919), pp. 193-200.
- Listen to NPR debate about Jimmy Carter’s book *Palestine: Peace, Not Apartheid*
<http://www.npr.org/templates/story/story.php?storyId=6605934>

Week Twelve: *America’s Role in the Middle East*

- **Monday:** American Interests in the Middle East after World War II: Egypt, Iraq and Iran
- **Wednesday:** Continued discussion of American interests in the Middle East: the Arab-Israeli Conflict
- **Friday:** Discuss Ayatollah Khomeini and Usama bin Laden readings

Readings:

- Ayatollah Khomeini, “Iran in Imperialism’s clutches (1964),” in Ed. M. Gettleman, *The Middle East and the Islamic World Reader*, pp. 255-257
- Usama bin Laden, “*Jihad* against Jews and Crusaders: the 1998 *Fatwa*,” in *Middle East and Islamic World Reader*, pp. 325-327

Week Thirteen:

- **Monday:** Continued discussion of readings on US Involvement in the Middle East
- **Wednesday:** Discussion of “The Contemporary Era” in the Middle East
- **Friday:** Class Presentations on “The Contemporary Era”

Readings:

- “Report of the Defense Science Board Task Force on Strategic Communication,” (2004), pp. 39-41
- President Bush speech (2003) and Letter to President Bush (2006)
- Gelvin, “The Contemporary Era” in *Modern Middle East*, pp. 247-256 and 282-311

Week Fourteen:

- **Monday:** Understanding the Crusades in the Modern period
- **Wednesday:** Review class material
-

- **Friday: Distribute Final Exam Outline**

Readings:

- Carole Hillenbrand, “Epilogue: Heritage of the Crusades,” in *The Crusades: Islamic Perspective*, pp. 589-616.

X. Other Information

Criteria for Evaluating Student Writing

Writing proficiency	A	No significant problems with grammar or style; this is a polished paper
	B	Some problems with grammar and/or style, but no significant problems; the paper is still highly readable
	C	Problems with grammar and/or style that impede the understanding of the author’s argument
	D or below	Serious problems with grammar and/or style that make it impossible to understand the author’s argument
Methodology	A	The student builds an argument from a substantial amount of primary and secondary sources; the student demonstrates the ability to use both primary and secondary sources. There are no major citation errors (notes, bibliography)
	B	The student demonstrates the ability to use both primary and secondary sources as evidence, but emphasizes one type of source at the expense of the other. There are some errors of citation (notes, bibliography) but they are not major ones
	C	The student does not work competently with primary or secondary sources. There are many errors in documentation, and they include some major errors
	D or below	The student may omit citation altogether or handle it so clumsily that the reader may suspect plagiarism. (Note: on plagiarism, see page 1 and links provided there.)
Critical analysis	A	The thesis is clearly stated and cogently argued, so that it is immediately persuasive
	B	An argument is present and sustained over the course of the paper, but it is not necessarily entirely persuasive; the argument may recede from view at times
	C	There is little attempt at analysis; the paper is primarily descriptive. The thesis is not clearly stated or persuasively argued
	D or below	Paper lacks any attempt at analysis and is completely descriptive or off-topic. Paper lacks a thesis altogether
