

HIS 412: The Middle East Since 1600
Prof. Urban
Spring 2016

Syllabus

PROF. URBAN'S INFORMATION

Office: Wayne Hall 429

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Course Description:

This course provides a general introduction to the modern Middle East. It draws on multiple types of historical research and writing—political, social, and cultural—to provide a well-rounded picture of the Middle East. Rooted in a global comparative historical perspective, the course allows students to consider the ways that the Middle East has been exceptional and non-exceptional compared to other regions of the globe.

Assigned Readings:

-Gelvin, James. *The Modern Middle East: A History*. 3rd or 4th Edition. (Page numbers below refer to the **4th edition**. Most of the chapters are the same—when they are substantially different, PDFs will be provided).

-Donohue, John and John Esposito. *Islam in Transition: Muslim Perspectives*. 2nd Edition.

-Other materials will be provided on D2L.

Course Learning Objectives

This upper-level History course is ideally suited to help students demonstrate four learning outcomes essential for the successful student of history. To meet department of history student learning outcomes, this course develops students' abilities to:

1. Construct generalizations and interpretations that demonstrate a knowledge of historical eras, change over time, and key historical concepts in the history of the Modern Middle East.

2. Communicate their knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations.

3. Locate, identify and acknowledge multiple points of view in primary and secondary sources.

4. Connect their knowledge of historical events and topics to a broader context (historical, political, global, historiographical, or with contemporary life and issues).

Course Policies:

Green Dot

-College campuses are notorious hotbeds of power-based violence (sexual assault, stalking, domestic abuse, coercion, bullying). Help create a campus environment where power-based violence is considered unacceptable. If you see a potential "red dot" of violence in progress, intervene with a "green dot" to neutralize that violence. Be an active bystander: do something, say something, tell somebody. Create a safer and more inclusive college culture.

-As a way to decrease the number of people hurt on our campus from sexual violence and domestic violence, WCU has been working since last summer to implement a new program called Green Dot. This campus-wide intervention and prevention strategy includes all members of the community. I encourage you to attend a Green Dot training session this semester!

Safe, Civil Classroom

-Sometimes we will treat difficult or controversial subjects in class. Our goal is to be able to deeply discuss these issues while still maintaining a civil and respectful atmosphere in class.

-Students are free to express their thoughts about course topics, but other students are free to challenge or question those opinions. Being questioned may make you feel uncomfortable or upset, but it should not make you feel *unsafe*.

-Students should not direct any insulting or offensive comment toward another student. If you disagree with something your classmate has said, explain why and how you disagree with their idea: do *not* respond by personally insulting your classmate.

-If any student feels that the class atmosphere has become offensive and unsafe, please meet with me and we will work together to rectify the issue.

Conduct

For questions regarding Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their major department's handbook, the Undergraduate Course Catalogue, the Rams Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate ejection from the class

Disabilities

West Chester University will make accommodations for persons with disabilities. Consult the Office of Services for Students with Disabilities (ext. 3217) and bring the resulting documentation to the instructor.

Quick Assignment Breakdown: 216 points total

1) Attendance	28 points
2) Participation	27 points
3) Bibliographic Exercises (10 points x2)	20 points
4) Primary Source Analyses (12 points x2)	24 points
5) What's On the Internet Presentation	20 points
6) Article Review	25 points
7) Final Paper Components	72 points total
	10 points bibliography
	12 points primary source
	15 points rough draft
	35 points final draft

Grading Criteria:

There are 216 points available in this course, but your goal is to **earn 200 points**. Think of 200 points as a perfect 100% grade—all final grades will be calculated on a % scale out of 200. The extra points are there to provide you some extra leeway, to allow you to focus on your academic strengths, to help you focus on learning instead of grade-grubbing, and to encourage you to make good choices. Not comfortable speaking in class? Maximize your points somewhere else. Struggling to write well? Maximize your points somewhere else.

How to calculate your grade based on the points you earn:

A range	B range	C range	D range	F
(no A+)	173-178 = B+	153-158 = C+	133-138 = D+	(no F+)
185+ points = A	165-172 = B	145-152 = C	125-132 = D	118- = F
179-184 = A-	159-164 = B-	139-144 = C-	119-124 = D-	(no F-)

Description of Assignments:

(For fuller descriptions, specific instructions, and grade rubrics, see separate assignment sheets on D2L)

**1) Active Attendance
28 points**

I will take attendance at the beginning of every class. Attendance is the best way to ensure you understand the course material.

If you arrive late (after I have taken attendance) it is your responsibility to see me after class to ensure I have marked you present.

If you must miss class for any reason, please contact me *before* class time. If you have a valid excuse and can back it up with documentation, you will receive an excused absence. If you only explain your absence after the fact, even if you feel you have a valid excuse, you will *not* be excused from class (unless it is a real emergency, like you were in the hospital and unable to contact me).

2) In-Class Participation
27 points possible

There are many ways to participate, but rule #1: **do your reading!**

I will assess participation in various ways throughout the semester. Sometimes I will determine who gets participation points, based on criteria clearly stated in class (who contributed to class discussions, who clearly did the reading, etc.) Sometimes *you* will determine who gets participation points, by nominating peers who did an exceptional job that day. Sometimes points will be determined by small-group work and quiz-based competitions.

3) Bibliographic Exercises
10 points each x2 = 20 points

The goal of these bibliographic exercises is to help you figure out how to go about researching a paper. They will help you learn *how to search for relevant books and articles* on a topic; *how to get ahold of those materials* once you've located their names and publication information; and *how to cite this information correctly*. I will provide specific prompts on D2L.

4) Primary Source Analyses
12 points each x2 = 24 points

The goal of these primary source markups is to help you learn *how to ask good historical questions* and *how to construct good historical arguments*. Primary sources are the basis of the historian's craft—it is only through primary sources that we know anything at all about the past, and how to construct the meaning of that past. I will provide specific prompts on D2L.

5) What's On the Internet Presentation 20 points

Beginning in the fourth week of class, students will be asked to explore the Internet to find an interesting news article, e-zine, blog, podcast, etc. that pertains to the modern Middle East. The topic of your Internet source is up to you – whatever you are most interested in. The only criterion is that you *may not present the same source or website that another student has already presented*. (If someone has already presented an article from the BBC for example, you are not allowed to present a different article or video from the BBC. Find coverage of that topic in a different source.) Students will give a 10-15 minute presentation of what they found on the Internet. Make this presentation as engaging as possible. Give us visuals, handouts, in-class activities, Q and As, etc. Bring the material to life! The goal of this report is to help you practice oral communication skills. How do you present complicated information in a succinct and engaging way?

6) Article Review 25 Points

An article review is not simply a report that summarizes or describes an article. It *analyzes* the article and informs the reader about multiple aspects of it, including the topic, thesis, methodologies, strengths/weaknesses, and significance. The goal of this review of a secondary scholarly article is for you to analyze and criticize the work of another scholar—what makes a piece of scholarship good, bad, convincing, unconvincing, thorough, incomplete, etc.? Understanding how to analyze someone else's work can help you better understand how to craft your *own* work.

7) Final Paper Components 72 Points

10 points working bibliography
12 points primary source analysis
15 points rough draft
35 points final draft

-Each step in this paper-writing process is crucial. For this reason, if you fail to complete one step, I will not accept any future work until that step has been completed. (For instance, if you fail to turn in your working bibliography, I will not accept your rough draft or final draft.)

- The final paper should be approx. 10-12 pages long, double spaced, 12 pt. font.
- The paper should contain an *original argument*, expressed in a strong *thesis statement*, based on a careful analysis of *primary source materials*, building upon existing *secondary scholarship*. We will practice each of these components throughout the course.
- You may use materials from class or outside class to formulate your argument, but in either case you must use at least *three* different primary sources and *three* different article-length secondary sources in your paper.
- You must use a scholarly citation apparatus: I prefer Chicago style, but MLA or another widely accepted style is fine as long as your are consistent.
- A handout with full details and grading rubric will be posted on D2L.

Preliminary Course Outline

(Please refer to D2L for the most up-to-date readings and assignments).

Week	Day	Date	Topic	Reading Due	Assignment Due
1	Tues	Jan 19	Boot camp	n/a	
	Thur	Jan 21	Syllabus Boot camp	Gelvin, Intro (pp. 1-5) and Part I	
2	Tues	Jan 26	Setting the Stage	Gelvin Ch. 1&2 (pp. 11-31) (I will provide these on D2L) D2L: primary sources	
	Thur	Jan 28	The Challenge of Europe	Gelvin Ch. 3-4 (pp. 32-57) Gelvin Documents: Draft Treaty of Amity & Travels of Sir John Chardin I (I will provide all these readings on D2L, but it's the last time!)	
3	Tues	Feb 2	Responses to Modernity I	Gelvin Part II, Chs 5-6 Gelvin Documents: Hatt-i Sharif & Islahat Fermani	Bibliographic Exercise (BE) #1
	Thur	Feb 4	Responses to Modernity II	Gelvin Chs 7-8 D2L: Sharawi, Tahtawi, Abduh	

				in class: Afghani and Khan from Esp/Don xx	
4	Tues	Feb 9	Responses to Modernity III	Gelvin, Chs 9-10 Gelvin: Namik Kemal and Supplementary Fundamental Law	
	Thur	Feb 11	post WWI: State building by Decree	Gelvin Part III Ch. 11 Gelvin Documents: Arab Soldier, Resolution of the Syrian General Congress	presentation 1-2
5	Tues	Feb 16	post WWI: State building by rev and conquest	Gelvin Ch. 12 D2L: sources TBA	presentation 3-4
	Thur	Feb 18	post WWI: the rise of nationalism	Gelvin Ch. 13 Esposito and Donohue (Esp-Don), Taha Husayn, Bazzaz, Mawdudi	BE #2
6	Tues	Feb 23	Zionism, WWII, and the creation of Israel	Gelvin, first half of Ch. 14 (pp. 230-37) D2L: sources TBA	PSA #2
	Thur	Feb 25	1947-48 and the Arab-Israeli conflict	Gelvin, second half of Ch. 14 (238-end) D2L: sources TBA	presentation 5-6
7	Tues	Mar 1	Post-WWII independence movements I (Arab world: Egypt, Iraq, Syria)	Gelvin Part IV, Ch. 15 D2L: Baghdad Pact, Abd al-Karim Qasim	presentation 7-8
	Thur	Mar 3	Post-WWII independence movements II (French N. Africa)	Gelvin Ch. 15 D2L: sources TBA	presentation 9-10
SPRING	BREAK	SPRING	BREAK	SPRING	BREAK

8	Tues	Mar 15	Oil!	Gelvin Ch. 16 D2L: sources TBA	presentation 11-12 meet with Prof. U
	Thur	Mar 17	Cold War and beyond: US-Mid-East relations	Gelvin Ch. 17 D2L: sources TBA	presentation 13-14 meet with Prof. U
9	Tues	Mar 22	Cold War I: Nasser	D2L: sources TBA Gelvin documents: Gamal Abd al-Nasser speech, Zakaria Tamer	presentation 15-16 meet with Prof. U
	Thur	Mar 24	Is-Pal in the '60s and '70s	D2L: sources TBA	presentation 17-18 meet with Prof. U
10	Tues	Mar 29	Cold War II: Mosaddeq	D2L: sources TBA	presentation 19-20
	Thur	Mar 31	Islamic Revolution of Iran	Chapter 19 of Gelvin, edition 3 (PDF will be provided on D2L) Gelvin documents: Khomeini, Islamic Government	presentation 21-22
11	Tues	Apr 5	Saddam's Iraq (and Ba'ath party) (show images from frontline story in class, have them talk about them).	D2L: sources TBA	final paper BE and PSM due (working/preliminary OK)
	Thur	Apr 7	Assad's Syria (and Ba'ath party)	D2L: sources TBA	presentation 23-24
12	Tues	Apr 12	The Intifadas and peace processes	D2L: sources TBA	article review due
	Thur	Apr 14	Political Islamism and terrorism (incl 9/11) (salafism xx)	Gelvin Ch. 18 (4th edition, PDF will be provided on D2L) Gelvin documents: Sayyid Qutb Milestones D2L: Osama bin Laden,	presentation 25-26

				fatwa	
13	Tues	Apr 19	Arab Spring,	Gelvin Ch. 19 (4th edition, PDF will be provided on D2L) D2L: sources TBA	presentation 27-28
	Thur	Apr 21	Islamic feminism in the MidEast, paper workshop	D2L: sources TBA get things from Don-Esp xx; in class that cartoon thingy; in class hijabi monologues, women presidents/PMs	rough draft due by class time today
14	Tues	Apr 26	ISIS: what is familiar, what is new?, paper workshop	Gelvin, conclusion D2L: sources TBA	presentation 29-30
	Thur	Apr 28	recap and looking to the future, paper workshop	n/a	
Finals	Thurs day	May 5 1-3 PM	final paper due by 3 PM today	n/a	final paper due by 3 PM today

Additional Course Policies:

Office Hours

- For my office hours information, see the very top of this syllabus.
- You do not need to make an appointment for office hours. During these times, I pledge to be in my office and available to any students who drop by.
- You can come to office hours for almost any reason: to discuss an assignment, to ask a question about the reading, just to introduce yourself and say hi, to ask for advice about study habits, to share a personal issue you are having, etc.
- The one thing office hours are *not* for: making up for missed classes. If you have missed a class and want me to give you an individual mini-lecture in office hours, I will instead direct you to get notes from a classmate and review any course materials on D2L. If you still have questions about the missed material after getting a friend's notes, then you may come to office hours to get your questions answered.
- If you cannot come to office hours, don't despair! Email me and we can work out a time to meet outside office hours. My goal is to be as available to students as possible.

Email

-It is expected that both professor and students activate and maintain regular access to University provided email accounts. I will check my university email at least once every 24 hours during the work week (not over the weekend), and you are expected to do the same. Failure to access will not exempt you from responsibilities and liabilities.

-I will respond to any email within 24 hours of receiving it (during the work week). If I have not responded within that time, please contact me again.

-Professor and students will maintain professional etiquette in all correspondence. When in doubt, refer to me and all your other professors as Prof. or Dr. so-and-so.

Cell Phones

-Please don't use your cellphones during class, for calls, texting, or the Internet. It's best to keep your phone in your bag so that you aren't tempted.

-If you are expecting an important/emergency call, please let me know before class. You may leave your phone out on your desk and exit class to take the call.

-If I catch you using your phone in class, I will ask you to put it away. If I catch you multiple times in one class period, I will count you absent for that day.

Plagiarism

-All written assignments must be in your own words. Any quotations or usages from outside sources must be clearly marked with quotation marks and citation of the original source.

-This isn't just a meaningless hoop to jump through. Expressing ideas in your own words is the best way to truly learn them. If you have trouble expressing the idea, it's possible you don't fully understand it.

-I will run all written assignments through Turnitin, which checks student's dropbox submissions for potential plagiarism. The Originality Reports that are generated provide a summary of matching or highly similar text found in a submitted paper. Turnitin will search the web and all documents that have been submitted through the tool to check for originality.

-Any plagiarized assignments will be returned to the student with a grade of F.

WCU Excused Absences Policy for University-Sanctioned Events

Undergraduate students participating in University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc., will be granted an excused absence(s) by the respective faculty members for class periods missed. Students will be granted the privilege of taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed. The professor will designate such times prior to the event. Professors can provide a fair alternative to taking the examination or quiz that will be missed. Students must submit original documentation on University letterhead signed by the activity director, coach, or adviser detailing the specifics of the event in advance. Specific requirements include:

1. Responsibility for meeting academic requirements rests with the student.
2. Students are expected to notify their professors as soon as they know they will be missing class due to a University-sanctioned event.
3. Students are expected to complete the work requirement for each class and turn in assignments due on days of the event prior to their due dates unless other arrangements are made with the professor.
4. If a scheduled event is postponed or canceled, the student is expected to go to class.
5. Students are not excused from classes for practice on nonevent days.

The following are specifics for the student athlete:

1. The student athlete is expected, where possible, to schedule classes on days and at hours that do not conflict with athletic schedules.
2. Athletes are not excused from classes for practice or training-room treatment on nongame days.

WCU Final Exam Policy

1. Individual faculty members may not change examination times.
2. Professional practicum examinations will be given during regularly scheduled periods.
3. No final examination should be given before the scheduled final examination time.
4. The times in the blocks above refer to the regular class meeting time.
5. Any course not having a final examination will meet as directed by the instructor during the scheduled examination time for a continuation of regular class work.
6. Any student who has three or more final exams scheduled for the same day should work with the individual instructors to try to arrange alternate exam times.
7. Classes meeting regularly at non-standard times are not included in this schedule.
8. Undergraduate students participating in University-sanctioned events such as, but not limited to, the Marching Band, musical ensembles, theatre group, athletic events, forensics competition, etc.,... and with prior notice to the instructor, will be granted the privilege of taking, at an alternative time to be determined by the instructor, scheduled examinations that will be missed due to such participation. See details at http://www.wcupa.edu/_INFORMATION/OFFICIAL.DOCUMENTS/Undergrad.Catalog/acpolpro.htm#excused