

HIST 475 History of the Middle East



History 475

Monday

3 credit hours

Fall Term 2011

Elizabeth City State University

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Blackboard Course Site/Blog: <http://ecsu.blackboard.com/>

Office Hours: M 12:00-1:00, 4:20-5:00, T 11:00-2:00, W 12:00-1:00, F 12:00-1:00

Class Meets: Mondays 5:00-7:50 in Moore Hall **TBD**.

Course Description

This course examines the history of a Greater Middle East from pre-Islamic societies to the present day. According to the university catalog, this course covers “the political, religious, social, cultural, economic, and intellectual development of the Middle East. Special emphasis will be placed on the role of Islam, the rise and fall of the Ottoman Empire, the role of oil, and the origins of the Arab-Israeli conflict and the history of terrorism.”

PREREQUISITES: GE 140 and 141, HIST 200 (majors), and junior status.

Course Readings

There are two required texts for the course.

Ira M. Lapidus, *A History of Islamic Societies*, 2nd ed. (New York: Cambridge University Press, 2002). ISBN 978-0521779333. **The course textbook is available at the university book rental in Lester Hall.**

Marjane Satrapi, *c: The Story of a Childhood* (New York: Pantheon, 2004). **You are required to purchase this book. It can be purchased at the university bookstore (Ridley Student Center) or at online book retailers.**

Program Outcomes (History)

The program in History at ECSU is designed to provide students with a broad liberal arts education, create an environment for students to develop academic skills in understanding their culture, history and those of other societies and nations. The History program is committed to preparing thoughtful citizens and productive members of a global society through the utilization of diverse pluralistic curricula. The program is organized to prepare students for advanced study in history and law, as well as prepare students for careers in education, public history, government, research and other related occupations throughout the world.

1. Majors / students will be able to employ historical methods in their coursework;

- a. By employing historical methods in the selection and use of a variety of quality resources (primary, secondary, historical and interdisciplinary),
 - b. By employing historical methods in the development of historical analyses.
2. Majors / students will be able to demonstrate college level writing in their course work:
 - a. By demonstrating college level writing through the development of well organized, clear, and concise writing samples,
 - b. By demonstrating college-level writing that is grammatically correct and well edited.
 3. Majors / students will be able to critically analyze information within the structure of their research projects:
 - a. By critically analyzing and providing in depth identification of motives, reasons and/or causes of specific historical occurrences,
 - b. By critically analyzing a variety of primary and secondary resources, to draw conclusions about historical occurrences.
 4. Majors / students will be able to produce an original piece of historical research as a result of the academic training provided during their studies:
 - a. By producing an original piece of historical research, using a variety of primary and secondary, historical and interdisciplinary resources,
 - b. By producing an original piece of historical research that answers a specific historical question.
 5. Majors / students will be able to critically assess issues and ideas:
 - a. By critically assessing issues and ideas, demonstrating acquired skills in reflection, self-questioning, and self-analysis,
 - b. Critically assessing issues and ideas, while showing an ability to engage in differing interpretations regarding those issues and ideas.

Student Learning Outcomes

- Students will question and challenge their preconceptions about Middle Eastern societies and peoples.
- Students will grasp more fully the changing and dynamic nature of Middle Eastern societies in the past and the variety of ways in which people have responded and adapted to historical circumstances and change.
- Students will develop and improve their critical reading and analytical writing skills.
- Students will practice evaluating and interpreting historical sources and arguments.
- Students will formulate their own interpretations of the past and historically informed perspectives on the present.

Course Evaluation

Your final grade will be computed according to your performance in the following activities:

ASSIGNMENT	VALUE	DUE DATE*
Class Participation and Quizzes	20%	n/a
Course Journal	20%	Weekly
Mid-Term Examination	20%	October 10
Research Project	20%	November 21
Final Examination	20%	November 28

Grading Scale

A 100-90 B 89-80 C 79-70 D 69-60 F 59 and below

What an “A” means: Designates work of exceptionally high quality. The “A” grade represents the highest level of academic attainment; it is given only for work of the highest quality.

What a “B” means: Designates work which is above average and of good quality. The “B” grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of “A” work.

What a “C” means: Designates work which is satisfactory and of average quality. The “C” grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of “B” work.

What a “D” means: Designates work of less than satisfactory quality. The “D” grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit.

What an “F” means: Designates work of such unsatisfactory quality that no credit is awarded.

Course Participation and Quizzes (20%)

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a full-contact sport, some say – of interpretation, disagreement, and argumentation. **This said, all students will be expected to offer informed and thoughtful participation. Be sure to carefully complete course readings and assignments before class.**

Announced and unannounced (“pop”) quizzes will be administered on a regular basis.

PARTICIPATION AND ATTENDANCE RUBRIC ¹				
	Excellent (A)	Good (B)	Average / Needs Help (C)	Inadequate (D-F)
Attendance ² / Promptness	Student is always prompt and never misses class without documentation.	Student is occasionally late to class (once every two weeks) and regularly attends class (few or no undocumented absences).	Student is frequently late to class and regularly attends class (few or no undocumented absences).	Student is usually late to class more than once a week and/or has poor attendance of classes.
Level Of	Student	Student	Student rarely	Student never

¹ Adapted from TeAch-nology.com, <http://teachers.teach-nology.com/cgi-bin/classpar.cgi> (accessed 16

² See university and course attendance policies below.

Engagement In Class	contributes to class by offering ideas and asking questions more than once per class.	contributes to class by offering ideas and asking questions once per class.	contributes to class by offering ideas and asking questions.	contributes to class by offering ideas and asking questions.
Listening Skills	Student listens when others speak, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others speak, both in groups and in class.	Student does not listen when others speak, both in groups and in class.	Student does not listen when others speak and/or is disruptive.
Behavior ³	Student never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student frequently displays disruptive behavior during class.
Preparation	Student is always prepared for class. She or he has read all required readings and/or completed all assignments.	Student is usually prepared for class. She or he has read most required readings and/or completed all assignments.	Student is rarely prepared for class. She or he has read some required readings and/or completed all assignments.	Student is almost never prepared for class. She or he does not read required readings and/or does not complete all assignments.

Course Expectations

- **Read the syllabus, and know what is expected of you.** This is a college-level course, and you are an adult. You are expected to complete the readings and assignments as described in the syllabus. **Keep the course schedule (below) handy!**
- **Mobile phones** must be switched to silent mode during class (see me if you have some compelling reason to keep your mobile phone on). Text messaging will not be tolerated under any circumstances. Please keep your phone in your bag or pocket. **The instructor will administer a pop quiz on any occasion when mobile phones are being used by any student without permission.**
- During quizzes and examinations, **all electronic devices** (including, not limited to, mobile phones, iPods, and PDAs) must be put away.
- **Notebook computers** should only be used for instructor-approved activities and **must** be closed during class discussions. **The instructor withholds the right to limit or ban the use of computers in the classroom.**
- Be prompt to class. If you must be late, please quietly enter the classroom and find a seat. **The instructor withholds the right to mark frequently tardy students absent from class.**
- Observe the etiquette of what I call **the civil classroom**, that is, **demonstrate respect toward your classmates and instructor. Do not ridicule, raise your voice to, or interrupt others. Respect the ideas and opinions of your classmates, even if they are different from yours.**

³ See course expectations below.

- The instructor will enforce a **twenty-four-hour waiting period on all returned assignments**. After a paper, exam, or other assignment has been returned, please wait a minimum of 24 hours before discussing it with the instructor. Please take time to read over your work and the instructor's comments.
- **Please keep your correspondence with the instructor cordial and professional.**
 - Unacceptable: "Yo mr. reed what r we doing in class 2day?"
 - Acceptable: "Prof. Reed, What are we doing in class today? Thanks, Joe."

Course Journal (20%)

You will maintain a journal on our Blackboard course site through the semester. Each week, you should write 250-300 words in your journal that summarize and respond to one or more of the week's textual/audio/video/visual sources. Some weeks, I will provide you with a question or questions in advance. In your journal entry, you should explain what the source is, its author, and its historical context. Why was it written or made? Who is its author or creator? What does it tell us about the past? Why do you think that it is historically significant (or not)? The journals will be evaluated regularly.

Mid-Term Examination (20%)

The mid-term examination will be a one-hour exam administered in class on **October 10**. It will consist of term identifications, short answer questions, and an essay.

Research Project (20%)

On **November 21**, you will give a 20-minute presentation about a contemporary "problem"/issue in the Middle East and its historical roots. The project will require you to learn about the problem by reading newspapers, periodicals, policy papers, political speeches, etc. and to explore the issue's roots in the past by reading primary and secondary sources. You are required to submit a printed copy of your PowerPoint slides and a bibliography at the beginning of your presentation.

A more detailed assignment explanation and rubric will be distributed. Several weeks in advance, I will give a sample presentation and distribute a model bibliography. You will be expected to update the class on the status of your project on **September 26** and **October 31**.

Final Examination (20%)

The final examination will be a two-hour exam administered in class on **November 28**. It will consist of term identifications, short answer questions, and one or more essays.

Course Policies and Expectations

By signing the course contract, you agree that you have read and understand course policies and expectations. If you have questions about the policies, please see the instructor immediately.

Late Policy

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (5%) per school day for any assignment submitted late.

Submitting and Retaining Work

All work must be submitted through the Blackboard course site as explained in the assignment instructions. **E-mailed assignments will not be accepted under any circumstances.**

Retain electronic and hard copies of all work until the instructor has posted your final grade and you have reviewed it. Save them to a USB drive or external hard drive, attach them to an e-mail message to yourself, or use the services of an online “cloud” provider.

If you believe that a grade has been erroneously or unfairly assigned, you must discuss the matter with the instructor first. Only if you fail to reach a satisfactory resolution with the instructor should you contact the department chair about your problem. It is the chair’s responsibility to review any grade disputes and refer them, if necessary, to the dean.

Inclement Weather and Class Cancellation Policy

Class will not meet if the university is closed for inclement weather or any other reason. Closure announcements are made on the ECSU website (URL: <http://www.ecsu.edu/ecsualert>), through university e-mail listservs, and through local media outlets. **If the university is closed, students are expected to submit assignments at the next class session.**

If the instructor must cancel a class meeting, he will announce alternate arrangements via e-mail and on our Blackboard course site. **Students are expected to make a good faith effort to submit assignments electronically on Blackboard. If the university is open, and there are no e-mail or Blackboard announcements, please assume that class will meet.**

Extra Credit

There are **no extra credit assignments** for this course. **Please do not ask.**

Incomplete Grade Policy

A course grade of Incomplete (I) will be given only if there is a compelling reason (family tragedy, serious illness) and if most of the coursework (75% or more) has been completed. A grade of Incomplete (I) is offered at the instructor’s discretion.

Course Statement on Technology

All students should activate and use their ECSU e-mail account and their Blackboard account. **You should check your ECSU e-mail and our Blackboard course site regularly.**

Academic Dishonesty

University Policy:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **PLAGIARISM.** Plagiarism is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own.
- **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.
- **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

Department Policy:

DEFINITION: Plagiarism, or academic dishonesty, is the act of taking credit for work done by another. It includes the following actions:

- "cutting and pasting" material found on the internet, that is, taking chunks of content off of a web page without citation;
- using material prepared by others, such as papers and assignments, and handing them in as if they were the student's own;
- taking direct quotations from any source—not just printed—without putting the words cited between quotation marks (" "); and
- rephrasing material from another source and then failing to mention the source in a footnote/endnote and/or a "works cited" page.

Sources can include books, any content on a website, articles from magazines or journals, television or radio programming, oral interviews, lectures, written projects, or any material illustrated on poster board.

In other words, if you use any content created by another, you must acknowledge it.

Academic dishonesty also includes cheating on examinations, quizzes, or any in-class assignment. Cheating is defined by the instructor.

PENALTY: **For the first offense, the student will receive a "0" on the assignment.** In addition, a letter will be written to the student informing them of this, and a copy of the letter will be sent to the student's advisor. **If the student violates the policy a second time, the student will fail the course, and another letter will be written to the student and copied to the student's advisor, department chair, and dean.** The two offenses can be in different classes (one offense in one course and one in another course equal two offenses).

For the third offense, the student will be referred to the Academic Standards and Credits Committee (see 2008-2010 catalog, pgs. 60-61).

Support Services and Accommodations

The **Center for Special Needs Students, Ridley Student Center 121**, provides an academic support program designed to assist students with learning disabilities and physical disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.**

Any student in the class who has a disability that may prevent full demonstration of ability should **contact the instructor personally before the end of the first week of classes (May 27)** so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

Course Schedule

- **Lapidus** refers to Ira M. Lapidus, *A History of Islamic Societies*.
- **Persepolis** refers to Marjane Satrapi, *Persepolis: The Story of a Childhood*.
- **Electronic Reserve [ER]** course readings can be found on the Blackboard course site under “E-Reserve.”
- **Media Reserve [MR]** materials can be found on the Blackboard course site under “Media Reserves.”

Date / Topics	Skills / Assignments	Readings
22 August	Introductions, Preconceptions, and Definitions	<ul style="list-style-type: none"> • Excerpts from Edward Said, <i>Orientalism</i> [ER] • <i>Persepolis</i>, 3-9
29 August	The Pre-Islamic Middle East	<ul style="list-style-type: none"> • Lapidus, 1-9 • Ancient Accounts of Arabia [ER] • The Hanged Poems [ER] • <i>Persepolis</i>, 10-17
5 September / Labor Day	Classes dismissed	
12 September	Origins of Islam and Islamic Empires	<ul style="list-style-type: none"> • Lapidus, 10-67, 103-111, <i>skim</i> 67-102 • <i>Persepolis</i>, 18-25 • From the Quran [ER] • From the Sunnah [ER]

		<ul style="list-style-type: none"> • Film: Muhammad [MR]
19 September	The Medieval Middle East	<ul style="list-style-type: none"> • Lapidus, 112-146, 183-196, <i>skim</i> 147-182 • Podcast: The Crusades: Two Centuries of Holy War [MR]
26 September	<p>Ottomans and the Safavids</p> <p>Global Islam: Muslim civilizations in W. Africa, S. Asia, Europe, and beyond</p> <p>Project Update #1</p>	<ul style="list-style-type: none"> • Lapidus, 197-298, 443-452, <i>skim</i> 299-442 • <i>Persepolis</i>, 26-32 • Liberation of Constantinople [ER] • Ibn Abd-el-Hakem, Islamic Conquest of Spain [ER] • Ibn Battuta, Travels in Asia and Africa [ER]
[E3 October	European Imperialism and Middle Eastern Nationalism	<ul style="list-style-type: none"> • Lapidus, 453-468, 512-522 • <i>Persepolis</i>, 33-39 • Earl of Cromer, Why Britain Acquired Egypt in 1882 [ER] • Sir Richard Francis Burton, A Pilgrimage to Mecca [ER] • Barry Unsworth, <i>The Rage of the Vulture</i> (novel) [ER] • The Young Turks, Proclamation for the Ottoman Empire, 1908 [ER]
10 October	Mid-Term Examination	
17 October / Fall Recess	Classes dismissed	
24 October	World War I and <i>Lawrence of Arabia</i>	<ul style="list-style-type: none"> • Lapidus, 489-500, 535-556 • T.E. Lawrence, from the <i>Seven Pillars of Truth</i> [ER] • Sir Henry McMahon, Letter to Ali ibn Husain [ER] • Sykes-Picot Agreement [ER] • Faysal bin Husayn's Speech at Paris Peace Conference, 1919 [ER]
31 October	<p>Mandates, the Interwar, and World War II</p> <p>Project Update #2</p>	<ul style="list-style-type: none"> • <i>Persepolis</i>, 40-53 • Selections from the <i>Oxford History of the British Empire</i> [ER] • Podcast: The Rise of the U.S. in the Middle East [MR]
7 November	Zionism, Palestine, and Israel	<ul style="list-style-type: none"> • Lapidus, 557-585 • Balfour Declaration [ER]

		<ul style="list-style-type: none"> • The Declaration of the Establishment of the State of Israel [ER] • Pact of the League of Arab States [ER] • Palestinian National Charter [ER]
14 November	Cold War and Neo-Colonialism Egypt (Nasser, Suez Crisis), Iran (Shah, Iranian Revolution), Iraq (Saddam Hussein)	<ul style="list-style-type: none"> • Lapidus, 476-488, 523-534, <i>skim</i> 469-475 • <i>Persepolis</i>, 54-153 • President Nasser, Denouncement of the Proposal for a Canal Users' Association [ER] • Ayatollah Ruhollah Khomeini, Denunciation of the Rule of the Shah of Iran [ER] • Film: Suez Crisis [MR]
21 November	September 11 and Political Islam Project Presentations: The Middle East in an Age of Revolutions Final reflections	<ul style="list-style-type: none"> • Lapidus, 785-872 • 9/11 in Historical Perspective [ER]
28 November	Final Examination	