2. COURSE CHANGES; ADD NEW COURSES
HOURS OF ELECTIVES IN ASIAN STUDIES FOR STUDIES MINOR. COURSE FORMS. CHANGE

ARBC 313 COURSE CHANGE

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.
Prereq: ARBC 202 or placement

ARBC 314 COURSE CHANGE

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.
Prereq: ARBC 313 or placement.

ARBC 343 NEW COURSE ADVANCED ARABIC CONVERSATION AND COMPOSITION

Advanced study of Arabic that provides intensive practice in the spoken and written language. Students will be exposed to a wide range of functional skills as well as sociocultural information necessary for smooth communication in Arabic. Special emphasis is placed on MSA for writing practice and on FSA for speaking. Prereq: ARBC 314 or placement.

ARBC 420 NEW COURSE INDEPENDENT STUDY IN ARABIC

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.
Prereq: ARBC 314 or equivalent, written agreement with instructor and program director permission.

ARST 100 NEW COURSE INTRODUCTION TO ARAB AND ISLAMIC WORLD

This course introduces Arab and Islamic world cultures through readings, audiovisual materials, and videoconferences. We will explore literature, music, art, architecture, Islam and other religions, and everyday life. These expressions will enable us to trace ethnic, religious, and national identities and how they reflect historical trends and evolving social progress.
ARST 273  NEW COURSE  ROLE OF QUR’AN IN CONTEMPORARY ISLAM

The course introduces students to key themes of the Qur'an and its role as the ultimate source of authority for Muslims. The course depicts how the Quran was revealed, transmitted, compiled, disseminated and interpreted. In addition, the course will examine some current, and in some cases controversial, issues (e.g., the role of women in Islam, Jihad, the Islamic view of other religious traditions, etc.) and explore how particular Quranic passages have been cited and interpreted with respect to these issues.

ARST 420  NEW COURSE  INDEPENDENT STUDY IN ARABIC STUDIES

Select readings or study in Arabic studies in consultation with faculty member who will guide the work and determine the hours of credit to be allowed.
Prereq: Junior standing, written agreement with instructor and program director permission.

LTAR 221  NEW COURSE  ISLAMIC WORLD LITERATURE

This course presents works in English translation originally composed in Arabic, Persian, and Turkish from the sixth to the fifteenth century A.D. Genres and topics include poetry, prose, epic, Andalusian writings, philosophy, Sufi mysticism, biography of the prophet Muhammad, and pre-Islamic poetry. We will examine the changing roles of literature through these historical periods.

LTAR 270  NEW COURSE  ARAB CINEMA

This course examines contemporary Arab cinema and treats the different artistic trends and socio political issues that it depicts in different Arab countries. The course assesses critically and analytically films made across the Arab world to define the overarching artistic features of cinema in each of the countries represented by films studied.

LTAR 382  NEW COURSE  ARAB WOMEN WRITERS

Students read and discuss representative works by Arab women, written originally in Arabic. Works include fiction, autobiography, poetry, and treatises of social change. While the course focuses on the twentieth and twenty-first centuries, earlier contextual selections from the Qur'an, as well as early Islamic and pre-Islamic poetry will be explored.

CHST 100  NEW COURSE  INTRODUCTION TO CHINESE STUDIES
Introduction to Chinese civilization through aspects of history, thought, culture, religion, literature, and art, from the beginnings (the first half of the first millennium BCE) to the end of Imperial China in 1911.

CHST 270  NEW COURSE  STORIES OF CHINESE YOUTH: CHINESE CINEMA

Featuring primarily the films of mainland China, this course introduces Chinese traditions and values, and examines and analyzes the dramatic economic, social, and cultural transformation of contemporary Chinese society.

LTCH 210  NEW COURSE  TRADITIONAL CHINESE LITERATURE IN TRANSLATION

This course is an introduction to traditional Chinese literature, focusing on poetry and narrative genres known as records of anomalies and accounts of the extraordinary. Spanning the eleventh century BCE to the seventeenth century CE, concentrates on several important themes, topics, and authors.

LTCH 220  NEW COURSE  MODERN CHINESE LITERATURE IN TRANSLATION

Survey course on modern Chinese literature in translation, introducing major authors, works, and genres of
This course will explore the fascinating and rapidly changing political milieu of Southeast Asia. Much of the attention the international community gives Asia is directed toward the giants of northern Asia (Japan and China) and South Asia (India), but Southeast Asia has fascinating and unique dynamics all its own. It is the crossroads of the world, including the world’s most populous Muslim state, and the only predominantly Christian state in Asia. Burma is largely unaffected by the opening of economies to the world market that characterizes both Cambodia and Vietnam – and it is also one of the gravest violators of human rights in the world. In some ways, Southeast Asia is a fascinating microcosm of larger world politics, but in others the dynamics are peculiar to the region itself. Understanding this vital region is key to a sophisticated understanding of world politics itself.

A secondary goal of this course is to explore what it means to do comparative politics, using techniques unique to comparative analysis: ethnography, content analysis, discourse analysis, comparative case studies, and so on. These are often not the same as techniques used within the largest political subfield, American politics. Often, we ask what it means to know something; what it means to know something in a culture other than one’s own, and what it means to know even your own culture.

Each week we will focus on a different country, with a few exceptions at the beginning and end of the semester. The first day of the week will focus on the specific country case in question; the second day of the week will focus on a more theoretical theme. This theme will have some special relevance to the country in question; it may affect other countries in the region, or it may affect them differently. This way we get to explore critical political issues while also paying close attention to the specific context of Southeast Asia. These issues will include religion and its role in politics; neoliberalism and trade; the state and other forms of governance; indigenous issues.
Required Readings

All readings should be found on ERes. If you find out I’ve misrepresented the truth on this point, I owe you a coffee.

Grading (out of a total of 1000 points)

Individual grades

1. Two exams (150 pts each)
2. Research paper (total of 400)
   This assignment would work nicely with the group work. All the research required for a paper is exactly the same research that might end up helping out a background piece on a country.
   a. Book review (100)
      A short (1000 word) review article will give a critical reading of a scholarly book not covered in class. Part of this assignment is the research you have to do to find a suitable book, so do your research on topics this week to line up your book.
      A book/article review is a standard academic format: a section describing the content of the book, since your reader will not necessarily have read the work(s); placement in its scholarly context (who would agree or argue? why?); and a section critiquing the approach, content, and overall quality of the work(s), which incorporates your own analysis – which is not opinion. Analysis is derived rather from carefully considered opinion, supported by convincing evidence.
   b. Annotated bibliography (100)
      Since you will use a minimum of six scholarly sources to write your final paper, you will be given a leg up on the process by producing an annotated bibliography of those sources. Each annotation will consist of the complete bibliographic reference of each source and one paragraph, minimum of 100 words, on both the content and the theoretical approach of the source. At most, three sources from the class syllabus may be used. At least four of the sources must be from the last four years.
   c. Final paper (200)
      The final paper will explore a topic that touches on SE Asian politics, perhaps obviously... However the important part of any research paper is exploring and presenting a genuine argument, which means you need to know the debate into which you are inserting your analysis.
3. Weekly quizzes (fun part is it will be EITHER Tuesday or Thursday! Fun!) (100 pts)
4. Peer Assessment by Group on Group Participation (100 pts)
   Teams will assess individual members based on criteria established at the beginning of the semester. This will be complicated, but we will jointly produce a rubric, and teams will fill them out regarding each member. That member will be excluded from discussions regarding his or her performance, to allow other team members to be frank and honest. This is not an opportunity to gang up on a person, or give credit for more than a team member deserves. This is an opportunity to decide ahead of time what constitutes stronger and less strong student performance, and to learn to assess that with as much objectivity as possible. I reserve the right to override grades in this category if my observations do not match the assessments of the team, or if I find the justifications for a given grade to be insufficient. If I am forced to do so, it does not bode well for the
grades of the other group members! Be clear, be concise, and be fair to the performance of the person in question.

Group Grades (sorry, I know “Group Work” sucks. But this won’t so much, I promise, because it’s got a point.)

5. Group presentation on your country (125 pts); this is to be done the day your country appears on the syllabus. Give us an intro to the country, going beyond the reading, giving us a deeper look into what makes this country interesting or special.

6. Model UN participation/presentation (125 pts). You will be representing your country at the Model UN, and assessed on your ability to move your country’s interests forward in that venue.

Conscience Cash

Since we all have multiple responsibilities, some of which conflict with the calendar of our class, I have instituted a Conscience Cash system to enable some flexibility in the scheduling of class due dates. Each person will begin with a “dollar” which can be used in the following ways:

1. You may trade the dollar to allow you to turn in a paper one day late.
2. You may trade the dollar for a chance to rewrite the final paper.
3. You may trade the dollar to take a test at another time.
4. You may trade the dollar to allow you to drop a quiz grade (most appropriate, likely, when you miss a quiz due to being late, or absent) – this is in addition to the two that everyone is allowed to drop. Obviously, you would choose this option at the end of the semester if you didn’t need it for another purpose, to improve your overall class grade.

There is no other accommodation available for missed work. You should use your dollar only when absolutely necessary, so you don’t encounter an unexpected emergency, and pay with your grade.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Say Hello!</td>
<td>Nada!</td>
</tr>
<tr>
<td>Jan 13</td>
<td>Locating Southeast Asia pp xi-19 Questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is SE Asia? Is it a coherent idea?</td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>Not a regular class day – but consider a day</td>
<td>Martin Luther</td>
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<tr>
<td></td>
<td>of service; I have great ideas if you need some!</td>
<td>King Day</td>
</tr>
<tr>
<td>Jan 18</td>
<td>History and Colonization I</td>
<td></td>
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<tr>
<td></td>
<td>Reading National Geographic 1-46 Haraway “The</td>
<td></td>
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<tr>
<td></td>
<td>Persistence of Vision”</td>
<td></td>
</tr>
<tr>
<td>Jan 20</td>
<td>Small and Unusual States</td>
<td></td>
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<tr>
<td></td>
<td>“Brunei Darussalam”</td>
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</table>
Jan 25  Peninsular SE Asia: Thailand
   “Thailand in 2009”
   Book Review
   Due
Jan 27  Theme: neoliberalism and the politics of tourism
   “Neoliberalising Nature? Elephant-back Tourism in Thailand and Botswana”
Feb  1  Malaysia; Singapore
   “The Rise of Najib and 1Malaysia”
   “Singapore in 2009”
Feb  3  Theme: Peasant politics
   Scott The Moral Economy of the Peasant
   "The Limits of Malay Educational and Language Hegemony"
Feb  8  Vietnam
   “VietNam- A Tale of Four Players”
   Trin T. Minh-ha
Feb 10  Theme: the US and China in SE Asia
   “The US and China in SE Asia”
Feb 15  Burma/Myanmar
   “Myanmar in 2009”
Feb 17  Theme: human rights
   “Ethnic Politics in Myanmar”
   Annotated Bibliography
   Due
Feb 22  Cambodia and East Timor/Timor L’este
   Chandler "Cambodia Deals with its Past"
   “Cambodia in 2009”
   “Timor L’este in 2009”
   Olivera "Making Waves: Somaly Mam"
   http://www.afesip.org/
Feb 24  Theme: humanitarian intervention and its aftermath
   “The UN and East Timor”
   “Cambodia and the Perils of Humanitarian Intervention”
Mar  1  Laos
   “Lao People’s Democratic Republic in 2009”
Mar  3  Theme: deforestation and environment
   “Laos: Crisis and Resource Contestation”
   “The Sweet Serpent of Southeast Asia”
Mar  8  Spring Break
   Spring Break
Mar 10  Spring Break
   Spring Break
Mar 15  (ISA)
Mar 17  (ISA) Guest lecture
Mar 22  Island SE Asia:
   Indonesia
   “Indonesia in 2009”
Mar 24  Theme: Islam and Southeast Asia
      Houben, “Southeast Asia and Islam”
Mar 29  (ASA) Model UN training
Mar 31  (ASA) Model UN Prep (with group)
Apr  5  Philippines
      "The Philippines in 2009"
Apr  7  Theme: TBA
Apr 12  Model UN Presentations
Apr 14  Model UN Presentations
Apr 15  Model UN
Apr 16  Model UN
Apr 19  Uplands/Zomia
      Scott The Art of Not Being Governed 1-39
Apr 21  Theme: the state?
      Fox et al “Policies, Political-Economy. and
      Swidden in Southeast Asia”
Apr 26  Reading Day
May  2  Final 12-3 pm

Umegaki et al Human Insecurity in East Asia 72-98
Umegaki et al Human Insecurity in East Asia 121-142
College of Charleston
POLI 345 Politics of China

Dr. Guoli Liu
Fall 2013
Maybank Hall 316, Monday, Wednesday, and Friday 12-12:50 pm
Office: 114 Wentworth Street, Room 103
Office Hours: Monday and Wednesday 8:30-11:30 am, and by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

COURSE OBJECTIVES

This course examines contemporary Chinese politics (1949-present) with an emphasis on the era of reform and opening since 1978. What are the crucial problems in Chinese politics? How have the Chinese people and political leaders confronted them? We begin with an introduction of China’s tradition and revolutionary transformation. The main focus of the course is on political reform and socioeconomic change in the post-Mao era. China’s politics from Deng Xiaoping’s “four modernizations” and xiaokang shihui (well to do society) to Hu Jintao’s harmonious society has been focusing on achieving modernity. After three decades of hard work and rapid growth, China is approaching modernity. In addition to having a rapidly growing economy, China is experiencing profound sociopolitical changes. We shall examine whether the Chinese can build a dynamic market economy in an increasingly globalized world economy, create social harmony in a society with growing tensions, and maintain political stability while avoiding stagnation and decay. What we face is a most challenging prospect that will affect not only the fate of 1.35 billion Chinese people but also the future of world politics. We are going to study China in comparative perspectives.

COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, (3) complete an analysis paper and a research paper, and (4) follow current events and news analysis.

Students will be evaluated on the basis of their performance of one midterm exam (30%), class participation including two participation reports (10%), a 10-12 page research paper (20%), a presentation of the paper (10%), and a final exam (30%). You also have a great opportunity to write a 5-6 analysis paper about key readings on a significant issue in Chinese politics (10%). The lowest ten percent of your grade will be dropped from your grade for the course. Class participation is graded based on the quality, quantity, substance, and relevance of your contribution to the class, as well as the courtesy and professionalism you show to other students. Detailed guidelines for papers and exams will be provided. No late paper or exam will be accepted without prior written permission.
As the lectures and classroom discussions are an essential part of the course, attendance is mandatory. A class sign-up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in a loss of 2 points for each absence.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>73-77</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>

Any student with a diagnosed learning or psychological disability which impedes your carrying out required course work, or which requires accommodations such as extended time on examinations, should advise me during the first two weeks of the course so we can review possible arrangements for reasonable accommodations.

Academic honesty is very important! When you enrolled in the College of Charleston, you signed the Honor Code. I expect you to abide to the code and it is the only way to maintain the integrity and value of your degree. You will fail this course if you have found to have cheated on an exam or plagiarized any portion of your paper. I will turn the case of Honor Code violation to the Honor Board and vigorously pursue further disciplinary action. Everyone must highly value academic integrity and abide to the Honor Code.

REQUIRED TEXTS


RECOMMENDED TEXTS


* Additional readings will be assigned in class.
COURSE OUTLINE AND READING ASSIGNMENTS

1. China in Comparative Perspectives
   Joseph, Chapter 1.
   Guo, Chapters 1-3.
   Dittrner and Liu, Introduction and Chapter 1.
   Gries and Rosen, Introduction.
   Blecher, Prefaces and Introduction.
   Naisbitt, Prologue and Introduction.
   Dreyer, Preface and Chapter 1.
   Fewsmith, Introduction.
   Bergsten, Freeman, Lardy, and Mitchell, Introduction.
   Peerenboom, Chapters 1-2.
   Perry and Goldman, Chapter 1.
   Li, Foreword and Chapter 1.
   Saich, Introduction.
   Meredith, the entire book.
   (Deadline for completing the readings, August 26)

2. Tradition and Modernization
   Joseph, Chapter 2.
   Guo, Chapter 4.
   Blecher, Chapter 1.
   Dreyer, Chapter 2.
   Fairbank and Goldman, Introduction, Chapters 1-12.
   Grasso, Corrin, and Kort, Chapters 1-3.
   (September 2)

3. From Reform to Revolution
   Dittrner and Liu, Chapter 12.
   Guo, Chapter 5.
   Dreyer, Chapters 3-4.
   Fairbank and Goldman, Chapters 13-17.
   Grasso, Corrin, and Kort, Chapters 4-6.
   (September 9)

4. Politics under Mao Zedong
   Joseph, Chapter 3.
   Guo, Chapters 6-7.
   Blecher, Chapter 2.
   Dreyer, Chapter 5.
   Fairbank and Goldman, Chapters 18-20.
   Saich, Chapter 2.
   Grasso, Corrin, and Kort, Chapters 7-9.
   (September 16)
5. Challenges of Political Reform
   Joseph, Chapter 4.
   Guo, Chapters 8-9.
   Blecher, Chapter 3.
   Dittmer and Liu, Chapters 2-4.
   Gries and Rosen, Chapters 1-2.
   Dreyer, Chapter 6.
   Fairbank and Goldman, Chapter 21.
   Fewsmith, Chapters 1-5.
   Bergsten, Freeman, Lardy, and Mitchell, Chapters 2-5.
   Dittmer, the entire book.
   Grasso, Corrin, and Kort, Chapters 10-11.
   Peerenboom, Chapters 3-5.
   Perry and Goldman, Chapters 2-3.
   Li, Chapters 2-6.
   Saich, Chapters 3-6.
   Goldman and MacFarquhar, Chapters 1, 3-7.
   Deng Xiaoping, “Emancipate the Mind, Seek Truth from Facts and Unite as One in Looking to the Future.”
   (September 23)

6. Governance and the Politics of Transition
   Joseph, Chapters 5-6.
   Guo, Chapters 10-12.
   Blecher, Chapters 4 and 7.
   Naisbitt, Pillars 1-4.
   Dittmer and Liu, Chapters 13-15.
   Fewsmith, Chapters 6-8.
   Perry and Goldman, Chapters 5-6.
   Li, Chapters 11-12, 15.
   Deng Xiaoping, “Excepts From Talks Given in Wuchang, Shenzhen, Zhuhai and Shanghai.”
   (September 30)

Midterm Exam

7. The Politics of Economic Reform
   Joseph, Chapter 7.
   Guo, Chapters 15-16.
   Blecher, Chapter 6.
   Dittmer and Liu, Chapters 8, 9, and 18.
   Dreyer, Chapter 7.
   Bergsten, Freeman, Lardy, and Mitchell, Chapters 1 and 6.
   Perry and Goldman, Chapters 4, 7, and 12.
Li, Chapters 7-8.
Saich, Chapter 9.
Goldman and MacFarquhar, Chapters 2, 11-12.
(October 7)

8. State-Society Relations
Joseph, Chapter 10.
Guo, Chapters 13-14.
Blecher, Chapter 5.
Naisbitt, Pillars 5-8.
Gries and Rosen, Chapters 3, and 6-8.
Dittmer and Liu, Chapters 5-7.
Dreyer, Chapters 8-9.
Bergsten, Freeman, Lardy, and Mitchell, Chapter 9.
Peerenboom, Chapter 6.
Perry and Goldman, Chapters 8-9.
Li, Chapter 10.
Goldman and MacFarquhar, Chapter 14.
(October 14)

9. Rural China and Urban China
Joseph, Chapters 8-9.
Gries and Rosen, Chapters 4-5, and 11.
(October 21)

Dittmer and Liu, Chapter 16.
Gries and Rosen, Chapter 12.
Dreyer, Chapter 11.
Bergsten, Freeman, Lardy, and Mitchell, Chapter 7.
Saich, Chapter 10.
Goldman and MacFarquhar, Chapter 10.
(October 28)

11. Changing Public Sphere
Dittmer and Liu, Chapters 10-11.
Dreyer, Chapter 12.
Peerenboom, Chapters 7-8.
Perry and Goldman, Chapters 10-11.
Saich, Chapters 7-8.
Goldman and MacFarquhar, Chapters 8-9.
(November 4)

12. Politics of China’s Periphery
Joseph, Chapters 14-17.
Gries and Rosen, Chapters 9-10.
Dreyer, Chapter 13.
Saich, Chapter 6.
(November 11)

13. China and the World
   Blecher, Chapter 8.
   Guo, Chapters 17-18.
   Dreyer, Chapter 14.
   Bergsten, Freeman, Lardy, and Mitchell, Chapters 8 and 10.
   Fairbank and Goldman, Epilogue.
   Saich, Chapter 11.
   Grasso, Corrin, and Kort, Chapter 12.
   (November 18)

14. The Future of Chinese Politics
   Blecher, Chapter 9.
   Dreyer, Chapter 15.
   Dittmer and Liu, Conclusion.
   Fewsmith, Conclusion.
   Bergsten, Freeman, Lardy, and Mitchell, Conclusion.
   Peerenboom, Chapter 9.
   Saich, Chapter 12.
   Goldman and MacFarquhar, Chapter 15.
   (December 2)

Final Examination
Politics of the Middle East

Course Objectives

Over the past eight months, the Middle East has been the scene of an unprecedented period of upheaval and transition—what many in the West have come to call the "Arab Spring" (but what people of the region prefer to call the "Arab citizen revolts") has featured popular protests demanding change in countries across the region, the departure of long-standing rulers in Tunisia, Egypt, and (perhaps) Yemen, and political standoffs between regimes and populations in countries as diverse as Libya, Syria, and Bahrain. As some states seek to move on from the protests to the creation of new political processes and structures (from "revolution" to "reform"), other systems and elites doggedly resist the impulses for change, prompting some observers to suggest that the aftermath of turmoil may be far less inspiring and share more with the preceding period than might have originally been hoped. Why have these events arisen (and why did they seemingly catch so many, policymakers and regional specialists alike, by surprise)? What do these events "mean" for the region and what kinds of futures might they forecast for the peoples who have played integral roles in their emergence?

This course is designed to help you gain an understanding of the nature and content of Middle East politics with a particular eye toward seeking to comprehend recent regional events. We will strive for a synthesis of knowledge about Middle East politics rather than a detailed and descriptive survey of individual states and societies. Though historical information will be provided, emphasis will be placed on the post-World War II period. Overall, the discussion will be topical, not chronological, and will culminate with an analytical exploration of the region's most recent dynamics.

Course Content

This course will revolve around two sets of themes. The first set relates to the enduring dynamics of Middle East politics and includes the historical and cultural setting of politics, as well as social, economic and political institutions and processes. In this context, we will be examining topics and concepts such as nationalism, imperialism, authority, modernization, class, civil society, the military, the clergy, and liberation movements as they relate to the region.

The second set of themes revolves around patterns of continuity and change present in contemporary Middle East politics, patterns that are derived from the dynamics of the area and which today give rise to conflicting prognostications of the region's future. This portion of the course will explore topics like ongoing efforts at social and economic development and reconstruction and the effects of an emerging "youth bulge" that is straining the area's politics. Among the specific issue areas to be examined are the Arab-Israeli conflict; the effects of globalization on the region's economies and politics; the perception that Islam in the Middle East poses an ominous challenge to the Western world; and the Middle East's participation in the global "spread of democracy" with an eye toward examining whether meaningful political change is now underway in the region.

Because this course also counts as an elective offering for the College's Geography minor, there will be a significant emphasis on the role that space plays in the region's politics. Portions of this focus will emerge throughout the course content, most notably in opening class discussions and deliberations over the contemporary Israeli-Palestinian conflict.

Learning Objectives and Skills This Course Will Seek to Improve

This course contains several learning outcomes and objectives. After having taken this course, you will have a stronger and more informed perspective on the Middle East region, its politics, economics, cultures and societies. This includes seeing elements of continuity and change in the region's politics and recognizing the fallacies of prevailing myths about the region and its political relationships. At the end of the semester, you should be conscious of your understanding and be able to better and
more substantively articulate to others the appreciation of the region you have acquired. In addition, this course will push you to comprehend the specific nature of comparative political inquiry and you will know how to begin applying concepts and theories comparatively in order to deepen your knowledge of an issue related to the region that is of particular interest to you. As part of this effort too, you will emerge with an understanding of how geography – and particularly the concepts of place and space – can meaningfully influence the politics of a region like the Middle East.

This course will attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** oral communication (through regular class participation and class discussions);
** reading comprehension (through regular reading assignments that will provide the basis for many class discussions, as well as questions on the term and final exams);
** critical thinking and analysis (through class reading, discussion of scholarly work about the region, research paper assignment);
** effective, concise writing and development of critical analysis (through exam essays and research paper assignment);
** applying theories and concepts to new situations (through class discussions, research paper and class exams);
** research, including formulating research questions, hypothesis writing and testing, literature reviews (through research paper assignment);
** comprehending the views of others and articulating, defending one's own position (through class readings, discussions and research paper assignment).

Method of Presentation

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. Because I am an important source of learning in this course, sessions will tend to be more lecture oriented than some other courses I teach, with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a rehashing of the information in the assigned texts. Simply coming to class and digesting the material discussed will not insure your success in the course.

While significant portions of the course will be devoted to the presentation of additional information and context, there will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take some initiative in this regard.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

Please note: In constructing this class, I do not assume that any of you have previous knowledge of the Middle East region, even though some of you may have had other courses in Middle East history or politics. I do presume, however, that we
all have some general familiarity with broad concepts in comparative politics and international relations, as well as some analytical and comparative skills. If you sense you need supplementary help in order to enhance your understanding and performance in this course, do not hesitate to come by and we can talk about your needs and how to meet them.

Class Participation

Class participation is a vital component of this course and your active involvement in class sessions is therefore strongly encouraged. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of personal views. You should always be prepared during each class session to discuss current political events as they relate to the region and the specific themes under consideration.

The minimum level of class participation is class attendance. Due to the structure of the course, you should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation. If you do miss a class, you are still responsible for all materials covered.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning disability, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel. I need to know at the start of the semester in order that we can make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have two sets of office hours scheduled that are for you to use. Do not be afraid to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot—don't hesitate to come by and talk.

Course Groundrules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only—it does not buy you an “excused” absence. I make no distinctions between “excused” and “unexcused” absences). Students missing more than six class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. A student who does not inform me of a missed exam within 24 hours and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.
Electronic Submissions: **NO** work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect and read when assignments are due.

Academic Dishonesty: When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about Middle East politics do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of Middle East politics. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about Middle East politics. In keeping with courtesy, I will insist that all cell phones and other personal electronic devices must be turned off before class and remain off through the entire class session.

Time Spent Outside of Class: I have high expectations for you in this course and have crafted it with that thought in mind. I envisage that to successfully complete the work in this course, you will need to consistently spend two to three hours working outside of class for every hour you spend inside the classroom, and there may be occasional periods where more time is required. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success—it is the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these kinds of issues with me, feel free.

**Method of Evaluation**

Final course evaluations will be based upon class participation and involvement in class discussions, completion of a research paper in stages, three term examinations and a cumulative final exam. Examinations will be composed of three types of questions: identification of key terms, short answer and essay. The examinations will cover lectures, class discussions and required readings. A detailed study guide will be distributed prior to each exam containing terms to define and sample short answer and essay questions. Guidelines for the research paper will be distributed in a separate handout.

**Grading will be based on the following distribution of credit:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class participation</td>
<td>10 percent</td>
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<tr>
<td>First term exam</td>
<td>10 percent</td>
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<td>Second term exam</td>
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<td>Third term exam</td>
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<tr>
<td>Research paper assignment</td>
<td>35 percent</td>
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<tr>
<td>Proposal</td>
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<td>Draft</td>
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<td>Final Version</td>
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<td>Final exam</td>
<td>15 percent</td>
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A numerical and literal translation of grades assigned is as follows:

- A  -- Superior (100-92)
- A minus -- Excellent (91-89)
- B   -- Good (85-82)
- B minus -- Promising (81-79)
- C   -- Average (75-72)
- C minus -- Acceptable (71-69)
- D   -- Marginally Passing (65-62)
- D minus -- Barely Passing (61-59)
- B minus -- Very Good (88-86)
- C   -- Fair (78-76)
- C minus -- Barely Acceptable (68-66)
- D   -- Failure (58-0)

Opportunities for "extra credit" are not available.

If it appears the class is insufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be
factored into your participation totals. However, quizzes waste a lot of everyone’s time; it will be a measure of our collective success if we manage to avoid them.

Note: A failing grade will be given to any student who misses an exam and does not notify me within 24 hours (messages may be left in the Political Science office). A legitimate, substantiated reason for absence (medical excuse from a doctor) must be produced.

Reading and Texts

Specific reading assignments are listed in the course outline. Students are responsible for completing the assigned reading prior to the class period date for which it is assigned.

Assignments will be made in the following books:


Michele Penner Angrist, ed. *Politics and Society in the Contemporary Middle East* (Boulder, CO: Lynne Rienner Publishers, 2010)


All required texts are available at the College of Charleston and University Bookstores. There are also any number of other ways to acquire these texts, including renting books, buying books on-line, or buying electronic versions. How you handle accessing this material is your choice - the only imperative is that you have access to all of these books throughout the semester. Additional course readings are indicated with a (*) in the course outline and will be made available through the course OAKS page.

It is also important for you to keep up with current events and developments in the Middle East as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I suggest reading *The New York Times* as often as possible. Discount subscriptions to *The New York Times* are available through the New York Times website. This arrangement allows you to purchase the paper on weekdays for a significant savings over the newsstand price. I highly recommend taking advantage of this opportunity if you do not already have regular access to one of the newspapers listed below. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in Middle East politics and are strongly recommended:

**Newspapers**

-- The New York Times
-- The Christian Science Monitor
-- The Washington Post
-- The Economist

**Journals**

-- Middle East Journal
-- Middle East Studies
-- Middle East Quarterly
-- Middle East Policy
-- Middle East Review of Int. Affairs

**TV/Radio**

-- National News (ABC, CBS, NBC, CNN)
-- Nightline (ABC)
-- The PBS Newshour (PBS)
-- This Week (ABC)
-- Meet the Press (NBC)
-- Face the Nation (CBS)
-- 60 Minutes (CBS)
-- Frontline (PBS)
-- Washington Week in Review (PBS)
-- Morning Edition (NPR)
-- All Things Considered (NPR)
-- Weekend Edition (NPR)
In addition, blogging has become a significant communication and political activity inside the region and outside the region among some scholarly commentators. The scholarly blogs you might peruse during the term include those maintained by the University of Michigan's Juan Cole (www.juancole.com), George Washington University's Marc Lynch (http://lynch.foreignpolicy.com), the University of Oklahoma's Joshua Landis (www.joshualandis.com/blog), and independent journalist Helena Cobban (http://justworldnews.org). These blogs all have links to many other blogs from and about the region. The Foreign Policy website also hosts “The Middle East Channel” which contains posts from journalists and scholars from throughout the region writing on topics often neglected by the mainstream media. A useful journalistic blog about the region called “Babylon and Beyond” can be found on the website of the Los Angeles Times (www.latimes.com). Take note that while the narrative content of these blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly work and primary source materials originating with others inside and outside the region.

**Hints for Reading and Writing -- Survival Tips**

When seeking to understand the Middle East and its place in the world, it is important to wrestle with the region's complexities and appreciate the many key events and facets of life that help define the region's political, social and economic experience. We will be reading several books through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

**First,** do the assigned reading before you come to class on the day we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently will have often vanished.

**Second,** after you read an article or chapter for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a reading are, identify and try to define new terms used in the work, and think about why the material is important and how it relates to other topics we have already discussed in the course.

**Third,** once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently. If the readings
were very confusing when you read them before class or you did not feel you got much out of them, you might even reread the material after the discussion to see if you understand it better. There is an unstated (and faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of them; however, it often takes two or three readings to attain the full measure of what an author has to offer. We often see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a staged research paper assignment designed to help you develop your skills in synthesizing other’s ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

Invention: When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

Drafting: Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from one’s head to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

Revising: With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful final version. Hopefully, you’ve given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

**Dates to Remember**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Monday, September 26</td>
<td>First Term Exam</td>
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<tr>
<td>Friday, September 30</td>
<td>Research Paper Proposal and Preliminary Outline Due (in class)</td>
</tr>
<tr>
<td>Monday, October 31</td>
<td>Second Term Exam</td>
</tr>
<tr>
<td>Friday, November 4</td>
<td>Rough Draft of Research Paper Due (4:30 p.m. in my office)</td>
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<tr>
<td>Monday, November 21</td>
<td>Third Term Exam</td>
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<tr>
<td>Tuesday, December 6</td>
<td>Final Draft of Research Paper Due (4:30 p.m. in my office)</td>
</tr>
<tr>
<td>Wednesday, December 7</td>
<td>Final Exam (noon-3:00 p.m.)</td>
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Course Outline and Required Readings

Along with a listing of topics to be covered in the course and due dates for reading and assignments, you will notice that there are study guides for each of the topic areas which include key questions, key concepts and key terms. These are specifically designed to help you as you read and attend class sessions – if you are able to begin to answer questions, recognize and start defining concepts and terms after you read, you are adequately preparing yourself for class sessions and pointing yourself in a promising direction for exams. Material should be that much more familiar to you once you have attended class, although we will not work through questions and terms listed below in any conscious or explicit fashion. The questions below are not exactly the same as those you will encounter on exams, and you will not be expected to know all the concepts and terms listed below. However, you will notice some overlap between exam study guides and the material below – hopefully again in ways that allow you to feel more prepared to study for exams by keeping up with assignments and using these aids effectively.

(*) denotes reading on course OAKS page

I. (August 24-26) Course Introduction

Key Questions: How do common images of the Middle East typically represent the region? Where do many of these images come from? Why are many of these images distortions or oversimplifications? What do they potentially conceal about the region? Where has the region made progress and what persistent problems remain? How are the region and its member states classified politically and economically? Why were so many caught by surprise at the upheaval which struck the region in 2011? What did scholars assume about the region and its politics that events of the past nine months and beyond suggest must be rethought?

Key concepts: durable authoritarianism, pan-Arabism

Key terms: Orient, Shirin Ebadi, Edward Said, clash of civilizations

Readings:
  - Sorenson, pp. 1-29;

II. (August 29) Where Is the Middle East?

Key questions: Where did the term “Middle East” come from? How is it distinguished from “Near East” and “Far East”? How is the region described geographically? What are its prevailing geographic features? What are some of the region’s key cities, rivers and landmarks? Where are they located and what are their defining features? Who are the peoples of the region? What factors influence population growth and distributions in the region? What are the socioeconomic consequences of high population increase rates? How have national policies in the region changed? How are they similar and different in terms of demographics, language, culture? Why is the Middle East considered an area of geostrategic importance? What has made it so and continues to make it so? How have geographical, environmental factors shaped the Middle East’s ancient and more contemporary history? How has water in particular influenced the region? What historical political realities have shaped its present? Why have the “founding” regimes of the region been such poor performers? How is a reexamination of Islam (in the region and from the outside) potentially obscuring the region’s abilities to see forward profitably? Why might citizens of the region believe they are trapped between memory and desire?

Key terms: Arabs, Muslims, Mashriq (Levant), Maghreb, Northern Tier, the Nile River, the Euphrates and Tigris Rivers, the Shatt al-Arab, Alfred Thayer Mahan, Ottoman Empire, colonialism, the Western Sahara, Cyprus, Arab Gulf vs. Persian Gulf, Red Sea, Jordan River, Copts, Maronite Christians, Berbers, Iranians (Persians), Kurds, Turks, death revolution, demographic regimes, demographic momentum, inter-Arab labor migration, demographic sobriety, founding regimes, political Islam
Readings: Smith, pp. 7-31, 106-141;
Angrist, pp. 1-25;
Winckler in Sorenson, pp. 35-60;

III. (August 31 - September 2) Classical Islam

Key questions: What existed in the Middle East religiously, economically and politically before the rise of Islam? What does it mean to be Muslim? What are the origins of Islam? How did Islam respond to the prevailing conditions of the time in the Middle East? What is Islam’s initial and historical relationship with the other monotheistic and polytheistic religions of the world? What are the five pillars of Islam and why are they important? Why is Islam considered a “political” religion? How do issues of political succession influence the direction of Islam? What are the key differences between Sunni and Shi’ite Muslims? What are other important sects, branches of Islam and how do these groups relate to one another?

Key concepts: prayer, amsgiving, pilgrimage, jihad, martyrdom, occultation, shari’a, caliphate

Key terms: Mecca (Yathrib), Medina, Muhammad, hijra, ummam, caliph, imam, Hajj, Ramadan, Righly Guided Caliphs, Ali, Kharijites, Umayyads, Karbala, Ashura, Sunnis, Shi’ites, Husayn, Mu’awiya, shari’a, Qur’an, sunnah, Druze, Alawis, Sufism

Readings: Aslan, pp. xiii-xxviii; 3-74;

IV. (September 5-7) Religion, Society and Politics

Key questions: What were the three major Islamic dynasties and how did they develop? What factors precipitated the rise and decline of each dynasty? What is each known for having creating in the Middle East and left as a legacy? To what extent is that legacy visible in the region today? Why are such legacies particularly complex when thinking about Iran? What are the particular historical memories of Turks, Jews? How did the European powers influence the region in the 19th century? What are the limitations of America’s characterizations of its struggle with Islam as one over values? What are the various sources of conflict between political Islam and the West? What is jihadist Islam’s view of the struggle between Islam and the West and what are the dangers of generalizing from that view? What are the trends in perceptions between America and the Islamic world today? Why is knowledge of history so important for evaluating contemporary trends in the region?

Key terms: Umayyads, Abbasids, Ottomans, caliphate, Samuel Huntington, clash of civilizations, jihad, “soft power”, democratization, Crusades, Jerusalem, Mongols, Safavids, Ottomans, first and second fitnavs, Sasanian Empire

Readings: Smith, review pp. 116-117;
Perry in Sorenson, pp. 61-92;
Aslan, pp. 75-193.

V. (September 9-16) Modernization and Political Development – The Case of Iran

Key questions: What are the broad recent economic trends visible in the region? What are the key drivers of political change in the MENA region? What are the three enduring theories of political change? How are these illustrated in
the region’s politics? What future research opportunities present themselves in these areas? What is modernization and how is this idea different from political development? What are the connections between the two concepts? What is the controversy underway today in the region over issues of development? What happened in Iran in the early 1960’s? How did the Shah attempt to change the country? What were the results of his reform efforts? How were these efforts tied to changes in the political economy of oil underway at the time? How have oil and money altered the calculations of regimes in the region regarding modernization and political dynamics? What impact did changes in the politics of oil have on the dynamic of reform underway in Iran during the period of the Shah? What arguments had the Ayatollah Khomeini made about the Shah’s reforms? How did the Shah react? What ultimately led to the Shah’s ouster from power and the return of Khomeini to Iran? How do the concepts of modernization and development help shed light on explanations for the dynamic of the Iranian revolution and its evolution? What do Bill and Springborg argue complicates the pursuit of political development in the Middle East? To what extent are these outside factors evident in the evolution of the Islamic Republic? How has Iran become a clientelist state and how has the government become militarized? How have the factions within the Iranian political system evolved since 1979? How have matters of political economy, gender relations, culture and religion changed? What were the results of the 2009 presidential election and why are these results considered to be so important? Why might it be said that the Islamic Revolution has not yet ended? How does such an interpretation clash with many accepted conceptualizations of the revolutionary phenomenon? What roles are played by the Islamic Revolutionary Guard Corps (IRGC) play in Iranian politics today? How has their involvement in the political system changed the balance of power in the country and altered the course of political development?

Key concepts: modernization, political development, tradition, human development, populism, clientelism, nationalism, revolution, solidarity, creeping authoritarianism, fragmented elites, civil society, factionalism, masquerade coup d’etat


Readings:
Smith, pp. 42-49, 70-71, 80-85; review pp. 118-125, 130-141;
Keshavarzian in Angrist, pp. 229-259;
Rand in Sorenson, pp. 97-124;
(*) Said Amir Arjomand, “Has Iran’s Islamic Revolution Ended?” Radical History Review 105 (Fall 2009), pp. 132-138;

VI. (September 19-23) Political Ideology and the Middle East – The Cases of Israel, Egypt and Syria

Key Questions: What are the key identity groups and categories that characterize the region? What multiple identities do people of the region possess and how do these identities align with the states they live in? Why are these identities politically important? What is an ideology? What purposes do ideologies serve? How do they differ from opinions? What roles do ideologies play in state formation? What are the key tenets of Ba’thism and how do they compare with interpretations of Arab nationalism espoused by the Egyptian regime of the 1950’s? What are the key tenets of Zionism and how are divisions within the Zionist camp reflected in contemporary debates in Israel today? How has ideological struggle shaped the evolution of state institutions and how has it influenced relations between and among
states in the region? What roles have the armed forces of the region played in shaping the formation and cultivation of state structures and nation-building? Where has the delicate balance emerged between professional militaries and civil authority? How does this balance vary across countries in the region?

Key concepts: identity, ideology, nationalism, pan-Arabism, socialism, Zionism, political liberalization, nation-building, state patriotism, primordialism, clientalism

Key terms: Ba’athism, Arab nationalism, Zionism, Ze’ev Jabotinsky, Michel Aflaq, Free Officer’s movement, Gamal Abdul Nasser, United Arab Republic (UAR), Hafez Asad, Theodor Herzl, Mainstream Zionism, Revisionist Zionism, Labor movement, Likud movement, civil-military relations, Israeli Defense Forces (IDF), shadow military power, paramilitary forces, militias, millet system

Readings: Smith, pp. 32-41, 66-69, 72-75;
Patel in Angrist, pp. 133-153;
Lawson in Angrist, pp. 411-434;
Sorenson in Sorenson, pp. 125-155;

Monday, September 26 – First Term Exam

VII. (September 28-October 7) Primordial Groups and the Genes of Politics – The Case of Lebanon

Key questions: What is the range of political systems present in the contemporary Middle East? How do these align with prevailing political environments in the region? How has civil society evolved in the region? What factors have influenced the evolution of civic activism and protest activities? What roles do family and kinship groups play in Middle East politics? How do these roles intersect with, diverge from, the roles played by class and ethnicity? How do people in the US express their political interests and aspirations? How do these compare with how popular interests and aspirations are expressed in the Middle East? How does the distinction between associational and non-associational politics capture this distinction? What are the advantages and disadvantages of family rule in Middle Eastern states? How do these characteristics appear in different Middle East monarchies and republic states? What is the za’ama system in Lebanon? How did it arise? What did it assume about the politics and demographics of Lebanon? When these assumptions proved incorrect in Lebanon, what happened? How did this affect the politics in Lebanon? How did the US get caught in the mix? What does the political system in Lebanon look like today? To what extent does the za’ama system in Lebanon have parallels in US history? How did the system nearly collapse after the 2006 war with Israel and what expectations did the Doha agreement create? Why were western interpretations of the 2009 Lebanese parliamentary elections misleading and what was concealed in reports of the results? What issues of remembrance have emerged after Lebanon’s civil war and how have these affected Lebanon’s political system? How is Lebanese civil society attempting to challenge notions of sectarianism in the “democratic” system? How are welfare services used differently in the Middle East than in other regions of the world? Under what conditions do ethnic or religious groups seek to provide services to and beyond their own communities? What factors account for the similarities and differences in welfare allocation practiced by the Future Movement and Hezbollah?

Key concepts: associational groups, institutional groups, non-associational groups, civil society, maslahah, family, ethnicity, clan, tribe, class, semi-democracies, consociational democracy, institutionalized sectarianism, political mobilization, bricks and mortar clientalism

Key terms: vertical vs. horizontal stratification, za’ama system, za’ims, Ahmed Bay al-Asad, Lebanese National Pact, Maronite Christians, Ta’if Accord, Rafik Hariri, Emile Lahoud, Hezbollah, Fouad Siniora, Shaykh Hassan Nassrallah, March 8 coalition, March 14 alliance, Future Movement, electoral game, regime game, in-group, out-group

Readings: Smith, pp. 62-65, review 66-69;
El-Ghobashy in Angrist, pp. 29-47;
Carapico in Angrist, pp. 91-109;
(*) Joseph Jabbra and Nancy Jabbra, “Consociational Democracy in Lebanon: A
Flawed System of Government,” Journal of Developing Societies 17
(November: 2001), pp. 71-89;
(*) Melanie Cammett and Su-krit Issar, “Bricks and Mortar Clientalism: Sectarianism
and the Logics of Welfare Allocation in Lebanon,” World Politics 62 (July
2010), pp. 381-421;
(*) Oren Barak, “Don’t Mention the War? The Politics of Remembrance in Postwar
Lebanon,” Middle East Journal 61 (Winter 2007), pp. 49-70;
(*) Faten Ghosn and Amal Khoury, “Lebanon After the Civil War: Peace or the
Illusion of Peace?” Middle East Journal 65 (Summer 2011), pp. 381-397.

Friday, September 30 – Research Paper Proposals and Preliminary Outlines due (in class)

VIII. (October 10-12) Patrimonialism and the Politics of Regime Change – The Cases of Iraq and Syria

Key questions: What were the key sources of Saddam’s power as a political leader? How do these potentially illustrate the idea of charisma? What does patrimonial leadership consist of in the Middle East? What do patrimonial leaders seek to create in a leadership structure? What must a patrimonial leader do in order to assure success? To what extent is Saddam Hussein an example of a patrimonial leader in the region? How does the structure of the Iraqi state embody aspects of a patrimonial system? How does knowledge of Saddam’s leadership patterns begin to explain the failure of the world to ostracize him from power up until now? How have other leaders in the region displayed aspects of patrimonialism in their rule? Why is this sometimes seen in the west as evidence of a “Middle East Madman”?: What kind of governing structure is emerging in Iraq after the overthrow of Saddam? How is that structure being superseded by the reconciliation work of tribal leaders? How are notions of hereditary succession being rethought in light of events in Syria? Why did Syrian elites accept Bashar al-Assad as president?

Key concepts: patrimonialism, charisma, “Middle East Madman”, hereditary succession, personalism, sulha


Readings: Smith, pp. 86-101;
Lawson in Angrist, pp. 261-282;
(*) James Bill and Robert Springborg, “The Politics of Patrimonial Leadership” in
(*) Ahmed Hashim, “Saddam Hussein and Civil-Military Relations in Iraq,” The
Middle East Journal 57 (Winter 2003), pp. 9-41;
(*) Katherine Blue Carroll, “Tribal Law and Reconciliation in the New Iraq” Middle
East Journal 65 (Winter 2011), pp. 11-29;
(*) Joshua Stacher, “Reinterpreting Authoritarian Power: Syria’s Hereditary
Succession” Middle East Journal 65 (Spring 2011), pp. 197-212.

IX. (October 14-21) The Rise of the Rentier State – The Cases of Kuwait, the UAE and Qatar

Key questions: How have the political economies of the region been structured to support the continued rule of leaders and the socioeconomic privileges of their primary constituencies? What tensions have emerged with the coming of globalization? What kinds of natural resource bases exist in the Middle East and how are they distributed throughout the region? How has oil impacted the evolution of political economies in the region? What kinds of economic activities characterize different portions of the region? What is a rentier state? How have they arisen in the region? What has the rentier state created in terms of economic structures in places like Kuwait? What are considered to be the implications for democratic politics in rentier states? To what extent have the experiences of Kuwait, the UAE and Qatar exhibited these expectations for democracy to emerge in rentier states? How are these states changing and to
what extent do these changes confirm or raise more questions about the nature of rentier states? What are the emerging relationships between political participation and economic diversification evident in rentier systems? How have the Gulf states sought to address imbalances in their societies that have emerged since 2000? How has the price of oil influenced these strategies? What unintended consequences have emerged from these actions? How did the global financial crisis of 2008 reveal some of these unintended consequences? How did these dynamics alter thinking about the Dubai model of economic diversification? To what extent has the Dubai model begun the challenge rentier dynamics in the GCC? What might be unique about the Kuwaiti case when considering its recent evolution? What were the goals of the Orange Movement? What were its predecessors? How did it pursue its goals? What factors most influenced its success? What were the consequences of its accomplishments? What were the unintended consequences of its work and how might the surprising results that emerged from the 2009 Kuwaiti parliamentary elections reflect some of those consequences?

Key concepts: state, rentier state, strong vs. weak states, extreme rentierism, poor rentierism, autocracy, transparency, allocation states, production states

Key terms: labor remittances, expatriate workers, Gulf Cooperation Council (GCC), Dubai model, vertical vs. horizontal integration, Suez Canal, pipeline politics, sovereign wealth funds, HADAS, Nabila 5, Global Competitiveness Index, foreign direct investment

Readings: Smith, review pp. 118-119, 124-125, 134-135;
Moore in Angrist, pp. 69-90;
Herb in Angrist, pp. 335-365;
(*) Mehran Kamrava, “Royal Factionalism and Political Liberalization in Qatar” Middle East Journal 63 (Spring 2009), pp. 401-420;
(*) Sean Foley, “The Twenty-First Century Gulf” in The Arab Gulf States: Beyond Oil and Islam (Boulder: Lynne Rienner Publishers, 2010), pp. 133-165;

Fall Break – Monday, October 17

X. (October 24-28) Economic Reform and the Middle East – The Case of Saudi Arabia

Key questions: What are the residual economic legacies of colonialism still present in the region? What economic sectors remain crucial to Middle Eastern states? What kinds of demographic and labor challenges face the region today? How is wealth distributed in the region? What kinds of economic changes have been underway in the Middle East since the early 1980’s? What has precipitated these changes? How have experiences of economic restructuring varied across the region? What features have been more common? How have these changes affected the nature of states and leadership in the Middle East? Why has the large working-age population that exists today in the Middle East not been able to create better economic and social outcomes for the region? Why are youth in the Middle East falling behind their peers in East Asia and elsewhere? What is the relationship between education and employment in the region generally? How have educational systems in the region failed youth and why? Why are labor market outcomes for many young people unsatisfactory? Have these trends affected social aspects in the region like marriage and family formation? What are the factors that distinguish the Middle East’s three life courses? How do the factors that have “stalled the transition to adulthood” affect youth on each of these life courses? How have these factors especially affected women? How does the case of Saudi Arabia illustrate many of these dynamics? What has been different about the nature of economic reform in Saudi Arabia? What are the critical challenges facing the Saudi economy in the future? How are environmental factors connected to these concerns? What are the potential political ramifications of these challenges? How does the Saudi experience compare with reform efforts underway in the Maghreb? How does economic reform impact prevailing gender relations in the region? How does the region move toward a new life course? What sectors of society have been most instrumental in shaping the region’s gender relations? How does Islam send mixed messages on gender issues? Where have women played significant roles in
Middle Eastern societies? How do gender relations vary across states? Why is gender change difficult to foster or influence from the outside?

Key concepts: privatization, globalisation, state capitalism, austerity, liberalization, urbanization, segmentation, state socialism, oligopolies, demographic transition, social exclusion, statism, social contract, human capital, authority, patriarchy, honor, ethnicity, feminism, equality

Key terms: import substitution industrialization (ISI), Washington Consensus, inifada, structural adjustment, International Monetary Fund (IMF), World Bank, 'Abd al' Aziz, ifledoms, Aramco, SAMOA, Paisal, World Trade Organization (WTO), brain drain, allocation states, production states, food security, business-state models, youth bulge, birth cohort, traditional life course, welfare life course, post-welfare life course, demographic gift, university lottery, brain drain, formal vs. informal economy, structural adjustment, vocational training, underemployment, push vs. pull factors, tracking. Human Development index, social insurance, honor crimes, veiling, family law codes. family planning


Monday, October 31 – Second Term Exam

XI. (November 2-9) The Geography of the Israeli-Palestinian Conflict

Key questions: When did the Arab-Israeli conflict originate? How did it originate? What have been the critical issues the conflict has been fought over? What are the central myths that surround the conflict and what are the facts that puncture these myths? What is the nature of the Israeli state? What have been the stages of conflict between the Arabs and Israelis? How has the outside world played a part in fostering conflict among these parties? Why do many today regard the Israeli-Palestinian issue as the crux of what must be resolved? What key issues divide Israel and the Palestinians? How are these similar to, different from the issues that divide Israel from other states in the Arab world? To what extent are these divisions reflected in the political divides within the Israeli state and the Palestinian Authority? Where do matters currently stand between the Israelis and Palestinians? How have geographical aspects of the conflict shifted by virtue of war and the policies of occupation? How are space and security intertwined in today’s conflict and the search for peace? How are aspects of space and security captured in the tree planting patterns of Israelis and Palestinians? Why does tree planting have political significance to both communities? How have the economic policies of the Israelis affected the recent evolution of the conflict? What impact does the Israeli-Palestinian conflict have on politics around the region? Why has peace between the parties proven so elusive? What is the situation of Palestinians living in Israel? How does their status and condition impact the conflict today?

Key concepts: national identity, land for peace, enclavisation, separation, two-state solution, naturalization, bifurcation, lawfare

Key terms: Hussein-McMahon correspondence, Balfour declaration, Sykes-Picot agreement, UN partition plan of 1947, Six Day War, UN Resolution 242, October War, Camp David Peace Accords, Oslo Accords, Palestinian Authority (PA), Fatah, Hamas, intifada, Sephardic vs. Ashkenazi Jews, Roadmap for Peace, Unified National
Readings:
- Smith, pp. 52-61, review pp. 36-41;
- Brown in Angrist, pp. 367-386;
- Dowty in Angrist, pp. 285-310;
- Hemmer in Sorensen, pp. 281-302;
- (*) Menahem Klein, “Old and New Walls in Jerusalem,” Political Geography 24 (January 2005), pp. 53-76;

Friday, November 4 – Rough Drafts of Research Papers due (by 4:30 in my office)

XII. (November 11-18) The Threats Posed by Extremism … Real and Imagined – The Case of Egypt

Key questions: What are the problems with the ways scholars have tried to generalize about Islam? What faulty assumptions do studies often start with that generate misleading answers? How are Islamic movements distinguished? Why did politically active Muslims increasingly join Islamist movements as opposed to nationalist movements after 1975? To what extent do contemporary Islamist movements trace their histories back as far as the 18th century? Why is political Islam today primarily organized through social movements rather than political parties? What are some of the most pressing problems facing contemporary political Islam? What are the relationships between political Islam and democracy? Political Islam and terrorism? Why are the “globalist” terror groups that the West most fears actually the least common form of group in existence? What have been the most serious flaws in literature on Islam since 9/11? What can be drawn from these mistakes? What facts about Islam must be kept in mind? How do Islamic modernists and radicals differ? How have these differences played out in the Islamic Awakening? What factors influenced the rise and subsequent schisming of the Muslim Brotherhood? How might one regard political Islam as a modernizing force looking for change in the Middle East? How have Islamists performed in power? What are the limitations in reaching judgments under such circumstances? Are Islam and democracy compatible? How will the state continue to influence political Islam? What are the key decisions, choices political Islam must make in the future? What are the roots of Osama bin Laden and Al-Qaeda? How were the Afghan wars central to the movement’s development? What type of political order do Islamists seek to create in Egypt? Why? How have they pursued these goals? What has been the response of the state? What has been the American response to these dynamics? What are the limits to the Obama administration’s overtures? How was the political succession process underway in Egypt being managed before Mubarak’s ouster? What was the role of the military in this process? What kind of challenge was the Muslim Brotherhood able to mount to this process? How have these circumstances changed since the popular uprising that ousted Mubarak? What is the Islamist role in the dynamics that have followed?

Key concepts: Islamic resurgence, jihad, revolution, fundamentalism, modernism, terrorism, globalization, Salafiyah, western materialism, civil society, dependency, cliency, foreign policy subsystems, Islamic constitutionalism, orientalism, Islamic Awakening, far enemy

Key terms: hijra, umma, jahiliyyah, Rashid Ghannushi, hadith, Wassatteyya, shari’a, ulama, ijtihid, Hassan al-Turabi.


Monday, November 21 – Third Term Exam

November 23-25 – Thanksgiving Break

XIII. (November 28-December 5) The Coming of the Arab Uprisings – Egypt, Jordan, Turkey, Yemen, Bahrain, Libya, Morocco, Algeria

Key questions: What factors have accounted for the durability of authoritarianism in the Middle East? Why have incumbent regimes been so much more powerful than their secular and Islamic opponents? What are the primary explanations offered for the supposed “democracy gap” in the Middle East? Which are said to be more or less persuasive and why? What relationship does Islam potentially have with democracy? What are the prevailing attitudes in the region toward democratic systems of government? To what extent are these in line with, at odds with those in other regions of the world? What specific challenges, choices confront secular and Islamist movements as they seek to promote political reform in various state settings? Why are actors outside the region not likely to have much of an impact when seeking to influence the evolution of political reform in the Middle East? How have United States policies potentially influenced the “democracy gap” in the region? Why might political reform in the Middle East depend first on sitting governments restoring a sense of credibility to politics? Why has this credibility been lost and what might it entail for governments to reestablish it? How has “managed reform” contributed to credibility issues? How do modernization and globalization processes impact the efforts of ruling establishments to shape political change? Why is the future of secular parties uncertain? What concerns have arisen about the participating Islamists inside and outside the region? What makes the Islamist’s decision to participate such a complex calculation? What is the “new activism” in the region and why did it not hold out much hope for ushering in political reform prior to 2011? How do Marxists, neo-Weberians and neo-institutionalists each explain the evolution of state cultures and structures? How does each approach differ? Why are the sources and allocations of state revenues thought to be particularly important when accounting for the evolution of the Egyptian state since the time of Nasser? How has the Egyptian state moved from being a rentier structure to a more predatory structure? How have efforts to liberalize the Egyptian economy contributed to these changes? When considering Mubarak’s fall from power in 2011, how would Soliman explain the changes in Egypt? What are the limits to what has changed in Egypt? What transitory challenges does Soliman’s analysis suggest Egypt faces in the near and long-terms? How have democratic processes evolved in Algeria since the 1990’s? What factors have contributed to the emergence of a pseudo-democratic system and what cautionary tale might this hold for the region? How had the politics of Yemen evolved over the past 30 years and to what extent did meaningful political competition emerge in the system during that time? Why is it considered teetering on the brink of becoming a failed state today and to what extent is this analysis warranted? What factors influenced the opening of the Jordanian system in the late 1980’s and its subsequent closing? How do the experiences of Yemen, Algeria and Jordan compare with Libya, Turkey and Bahrain? How has Morocco proceeded with its efforts at reform and how do these compare with other cases in the region? How has the Moroccan King sought to support his legitimacy while still
retaining his authoritarian powers? Overall, what are the likely impacts of the “Arab revolts” and how do we go about understanding and explaining their outcomes?

Key concepts: authoritarianism, semi-authoritarianism, bureaucracy, party machines, civil society, democracy, defensive democracy, contestation, habituation, institutionalization, stubborn authoritarianism, political pluralism, pseudo-democracy, managed reform, failed state, rentier state, predatory state, regime legitimation

Key terms: ruling establishments, secular parties, Islamist movements, Arab exceptionalism, new activism, “the King’s dilemma”, generational transitions, “Bahrain model”, hardliners vs. softliners, participating Islamists, rents, boycotts, coercive apparatus, constitutional monarchies, proportional representation, closed party lists, single member districts, gerrymandering, Muslim Brotherhood, non-governmental (state) organizations, parliamentarianism, democracy without democrats, Human Development Index, fourth wave of democratization, reform vs. repair, pseudo-democratic regimes, Supreme Council of the Armed Forces (SCAF), “Arab Spring”, National Democratic Party, special cadre, law 48 of 1979, law 52 of 1975, bourgeoisie, moodawana

Readings: Soliman (all);
Zoubir in Angrist, pp. 177-202;
Ryan in Angrist, pp. 311-333;
Patton in Angrist, pp. 435-459;
Smith, pp. 76-79, 98-101;

Friday, December 2 – No class

Final Research Paper Due — Tuesday, December 6 (4:30 p.m. in my office)

Final Exam — Wednesday, December 7, noon-3:00 p.m.

Please don’t throw away this syllabus – RECYCLE IT INSTEAD

"Want to learn about the Wonders of Democracy? Here’s a crash course."
Syllabus
College of Charleston  Spring 2012
Department of International and Intercultural Studies
LTAR 250: Arabic Women Writers #24010  [3 credits]

Class: MW 2-3:15pm in Bell South 403

Instructor: Dr Tahani Higgins  Office: JC Long 329
Class: MW 2-3:15pm in Bell South 403  Office hours: MW 4-5pm; appt
Tel: 843-953-4801  email: higginstc@cofc.edu

Course Objectives:
We will join prominent Arab women writers in exploring their worlds as they are, and in
finding transformations experienced through events, perceptions and character growth.
This course defines Arabic Literature as works written originally in Arabic, and our
authors represent Egypt, Palestine, Iraq, Saudi Arabia, Lebanon, Sudan, Algeria,
Morocco and other countries. Writings include short stories, novels, poetry,
autobiography, public speeches, and literary criticism. We will also get a glimpse of
women in the Qur’an. We will be studying texts progressing in reverse chronology from
modern to pre-Islamic periods, with topics under the main rubrics of War, Family,
Religion, the ‘Arab Spring’ and Blogs, Autobiography, Modern Novel, Historical Novel,
and Early Islamic poetry. One focus of our study will be personal expectations and
discoveries in the narratives, as well as personal and social relationships, and the nexus
between the human and the divine. We will examine voices and choices, both how
women are presented, and how they choose to represent their worlds. You will develop
your own individual methods of analysis and presentation, as your participation is
essential to each class session. You will learn to focus your discussion and to present
meaningful evidence. Let your reading activate your writing.

No prerequisites. All readings are in English.

Student Learning Outcomes:
1. Students analyze how ideas are represented, interpreted, and valued in writings and
other cultural expressions by Arab women.
2. Students examine relevant primary source materials as understood by the discipline
and interpret the material in writing assignments, as well as by leading discussions, and in
oral presentations.

Required Texts:

**Recommended additional reading:**


**Course Requirements:**

Our classroom is a learning community, and our community is complete only when every member is present. Come to class! Get contact information from two classmates, minimum. If you must miss a class, then consult a classmate about our session, or see me in office hours: Please do not request a class recap from me via email. Check Oaks.

**Participation** means you are present. Absence for illness or otherwise will be excused only with a note on paper, not email. Three unexcused absences will result in the loss of all your Participation points. **Written assignments**, typed double-spaced on 8-1/2” x 11” paper and stapled, will earn full credit only when submitted on time. See below. You will submit approximately 30 pages of written material altogether, as follows: You will prepare a brief **Response Paper** each week [500 words] except for Week 8 and Week 14 when you submit one 5-page and a final ten-page **Paper**. Topics will be based on our class discussions and research. You have the opportunity to rewrite Paper 1 [Week 10] if you so choose. Begin your assignment the day it is assigned, with the heading at the very least. Read your paper aloud to yourself; then make revisions to make it flow. The **Oral Presentations** will involve small groups dealing with a germane question through an interview or skit: nine minutes maximum. Take it seriously. Make it performance quality. **Extra Credit:** A one-page typed response to an event relevant to our class will earn two points toward the grading category of greatest need, except Participation. **Oaks:** Check Contents and Course Materials regularly. Check your cofc.edu email inbox.

All assignments are due at the beginning of class. Read with a pencil in hand. Interact with the text!

**Do it! College of Charleston Honor Code and Academic Integrity**

[http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Grade**

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<th>Participation</th>
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<tr>
<td>Weekly Assignments – on time</td>
<td>20%</td>
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<td>Paper 1</td>
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<td>Paper 2</td>
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Oral Presentations 20%
100%

Scale:
A 95-100, A- 90-94, B+ 86-89, B 83-85, B- 80-82, C+ 76-79, C 73-75, C- 70-72, D+ 65-69,
D 60-64

**Borderline Grade** – how to maximize your points: *Attend class on time. *Be ready to participate: read the texts, express your ideas, listen actively to your classmates. *Do not allow your mobile phone to participate in our class.

If you feel that you may need an accommodation based on the impact of a disability, please feel free to contact me privately to discuss your specific needs. **Reduce! Reuse! Recycle!** Especially paper.

Schedule
**LTAR 250/Arabic Women Writers. Spring 2012:**
Additions or variations in assignments will be announced in class.
Read the text before the date shown. Assignments due on Monday.

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<th>Date</th>
<th>Reading Assignment</th>
<th>Written Assignment</th>
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<tr>
<td>1</td>
<td>9 jan</td>
<td>Welcome. Purposes and types of stories. Literature. Literature as epitome of Arab culture.</td>
<td>Response 1 [R1] In class.</td>
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<td>11 jan</td>
<td>Find a story online or in a book or film you know that has an Arab element. Content and Context.</td>
<td>R1: Snow White. Write your end of the Arabic fairy tale.</td>
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<td>2</td>
<td>16 jan</td>
<td>Martin Luther King Day, no class.</td>
<td>R2</td>
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<td>18 jan</td>
<td>War, Family, Religion. Booth, handout: stories.</td>
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<td>23 jan</td>
<td>Literary criticism. Develop your own framework of analysis.</td>
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<td>25 jan</td>
<td>Journal articles and book reviews online.</td>
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<td>4</td>
<td>30 jan</td>
<td>Stories discussion.</td>
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<td>Stories discussion.</td>
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<td>5</td>
<td>6 feb</td>
<td>First feminists: Public voices in historical context. Badran and cooke, 215-278. [The blog as literature, ‘Arab Spring,’ online.]</td>
<td>R4=Argument Summary, Paper 1 Oral Pres 1</td>
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<td>8 feb</td>
<td>Women's rights movements Badran and cooke, 304-365. [The blog as literature, respond to a blog.]</td>
<td>Oral Pres 1</td>
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<td>6</td>
<td>13 feb</td>
<td>Autobiography: Tuqan, Mountainous Journey, 1-44.</td>
<td>R5=Paper Introduction</td>
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<td>15 feb</td>
<td>Tuqan, Mountainous Journey, 45-93.</td>
<td>Paper 1 due.</td>
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<td>7</td>
<td>20 feb</td>
<td>Tuqan, 93-137.</td>
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<td>22 feb</td>
<td>Tuqan, 137-174.</td>
<td>R6</td>
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<td>8</td>
<td>27 feb</td>
<td>Tuqan, 176-191; the poems, 206-241.</td>
<td>R7 and Optional: Paper 1 rewrite due.</td>
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<td>29 feb</td>
<td>Tuqan, poetry reading and mini-conference.</td>
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<td>Spring Break!</td>
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<td>14 mar</td>
<td>Khalifeh, <em>Wild Thorns</em>, 58-106</td>
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<td>4 apr</td>
<td>Barakat, <em>Tiller of Waters</em>, 132-192</td>
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<td>11 apr</td>
<td>Early Islamic Era Poetry. Handouts: Shurat: Mulayka, Umm Hakim, Jamra</td>
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<td>15</td>
<td>16 apr</td>
<td>Qur’an selections. Sura 4-Women/‘an-Nisa’, 16-The Bee/‘an-Nahl, 19-Mary/Maryam, 58-She that Disputeth/al-Mujadila, 60-She that is to be Examined/al-Mumtahana 66-Banning/at-tahir</td>
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<td>Pre-Islamic poetry: Khansaa’, handouts.</td>
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<td>23 apr</td>
<td>Oral Pres. Last class! Keep in touch! :)</td>
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R7=Argument Summary, Paper 2
R8=Introduction for Paper 2
R9
R10 *Tahani, Honors College: The Arab Spring of Poetry

Paper 2 due.

Oral Pres 2
Introduction to Islam / The Islamic Tradition

International Studies 290 / Religion 235

College of Charleston
Fall Semester, 2012

Professor Kathleen Foody
Department of International Studies
Email: foodykm@cofc.edu
Office Hours: Wednesday 2-3pm and by appointment (9 Glebe Street, 3rd floor)

COURSE DESCRIPTION

Muslims make up 23% of the world population – almost 1 out of every 4 people. The goal of this course is to introduce you to shared components of Muslim thought and practice as well as the historical and cultural diversity of Muslim experience. Your readings for this course are entirely primary source documents written by Muslims themselves and will give you windows into how Muslims have thought about sacred texts, religious models, ritual practice, ethics, identity, and political life.

Our conversations are organized around five units: the sacred sources of Islam (the Qur’an and the Prophet Muhammad); an introduction to the beliefs and worship practices of the Sunni and Shi’i traditions; Sufism (or, Islamic mysticism); Islamic law, ethics, and politics; Muslims in America. Although we begin the class in the 7th century CE, in each unit we will discuss early, colonial-era, and contemporary examples of Muslim writings. We will explore geographic diversity as well as historical change and you will be introduced to Muslims from the Middle East, Africa, Europe, the United States, South Asia, and South East Asia. Your final paper will give you the opportunity to explore debates over Islam in a country that interests you most (so don’t worry if you don’t see that country on the syllabus!).

PROCEDURE

This class meets on Tuesdays and Thursdays from 12:15 to 1:30 p.m. in Robert Scott Small Building 102. The class consists of both lecture and discussions. You are expected to be present in class and participate daily in discussions.

I am available for conference outside of class. My office hours are 2:00 – 3:00pm on Wednesday afternoons and by appointment throughout the fall semester. I encourage you to drop by or email to set up a specific appointment time.

COURSE REQUIREMENTS

Grades for the course will be calculated as follows: 10% for participation; 20% for responses to the
readings (10 responses total); 40% for two exams (20% each); 30% for a final paper.

You have exams on Thursday Sept. 27th and Thursday Nov. 1st that are each worth 20% of your final grade. You have an in-class activity on Tuesday November 27th that is worth 10% of your grade (this is part of your final paper grade). Mark your calendars and plan on being present. These activities cannot be completed outside of class. If you foresee a scheduling conflict with any of these dates you must speak to me by August 31st.

Attendance and Participation Policy. Classroom discussions are a central component of this course, and attendance in class is required. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation.

Attendance and class participation are not the same thing. While your attendance and willingness to learn from the comments of others (including the professor) are central to the course, your own informed and intelligent participation in class discussion is an absolute necessity.

In this course, you will be graded on how you think, not on what you think. In other words, you will not be graded on your beliefs, opinions, or the positions you advance. You will be graded on how well you articulate your thoughts and positions, how closely you read the assigned texts, and how much your ability to think critically and connectively about the themes in our readings develops over time.

A quick note on participation grading. Attendance on 9/27, 11/1, and 11/27 is absolutely mandatory. Outside of those three days, you may miss two classes without penalty. I grade your participation in each class session on a scale of 0-4. You earn points by paying attention to lecture, taking notes, participating in discussions, asking informed questions, and demonstrating your knowledge of the readings.

Participation grading rubric:

0 – You did not attend class.
1 (F) – You arrived substantially late to class and/or did not participate in class.
2 (C) – You arrived on time to class, but were distracted during much of the lecture, did not participate in the discussion, and demonstrated that you had not completed the readings.
3 (B) – You took notes throughout most of the lecture, participated in the discussion, and demonstrated that you completed the reading assignments.
4 (A) – You asked informed questions about the readings, took notes throughout lecture, participated in the discussion, and demonstrated that you completed the reading assignments.

Reading Responses. You have 10 readings response assignments. These total 20% of your course grade. These assignments will help focus your thinking concerning the readings and help set the agenda for our classroom discussions.

I will give you a specific prompt for each reading response assignment at the end of class on Tuesdays. In order to receive credit, you must submit your reading responses via the “Drop Box”
section on OAKS by midnight before class on Thursdays. Your reading responses must connect
the reading and lecture from Tuesday to the reading assignment for Thursday.

You must cite all information correctly using either parenthetical citations or footnotes. You may
use either the MLA or Chicago style citations for this course. I will provide links to guidelines on
OAKS under the “Links” tab. I do ask that you cite lecture notes in this course in addition to your
readings. Citations of lecture should look like (Prof. Foody, INTL 290, lecture 8/27/12) or 1. Prof.
Foody, INTL 290, lecture 8/27/12.

Your responses must be between 250-350 words. They must be in 12pt font (preferably Times New
Roman or Calibri), double spaced, with one inch margins. Your name, the course title, date, and
word count must appear single spaced in a top corner of the page.

I will grade your responses on a scale of 0-4. You earn points by demonstrating your knowledge of
the readings, that you took careful notes during Tuesday’s lecture, and by connecting the Tuesday
and Thursday assignments. In addition, you earn points by formatting your responses correctly,
staying within the word limits, and citing the information from the reading and lecture.

Reading Response Rubric:

0 – You did not turn in the assignment on time.

1 (F) – You turned in the assignment on time, but it was incomplete. You made numerous
grammatical and mechanical errors, did not cite the lecture and readings, did not demonstrate your
knowledge of the readings and lecture, and/or did not connect the readings and lectures to the
prompt. Responses that do not fall within 250-350 words will automatically receive a 1.

2 (C) – You turned in the assignment on time, but needed to spend additional time on completing
the assignment. You made a few grammatical/mechanical errors, forgot a few citations, and
inadequately connected the readings and lecture to the prompt or you did a fine job connecting the
readings and lecture to the prompt, but made numerous errors and forgot the majority of citations.

3 (B) – You turned in the assignment on time and did an excellent job connecting the readings and
lecture to the prompt. You made a few grammatical or mechanical errors and/or missed a citation.

4 (A) – You turned in the assignment on time, did an excellent job connecting the readings and
lecture to the prompt, proofread your writing carefully, and included citations throughout.

Examinations. The two in-class examinations for the course will consist of multiple choice, fill in
the blank, and a small number of essay questions giving you choice in which questions you respond
to. The questions will require you to apply the topics and themes considered in our course readings
and classroom discussions to issues derived from the readings or to other specific issues considered
in class. The purpose of these exams will be to demonstrate your comprehension of the themes
developed in the course.

Final Paper. For this assignment you connect our class readings, lectures, and discussions to an
issue of your choosing. An Assignment Sheet detailing the specific requirements of this project will be posted on OAKS within the first few weeks of class. This assignment has three components: a detailed explanation of your topic due no later than November 6th, an outline of your paper (due prior to class November 27th) and the completion of a peer review assignment in class on November 27th; a final paper of 1500-1800 words (approximately 5-6 pages) due December 6th at 3pm via the “Drop Box” link on OAKS. I will provide rubrics and detailed guidelines for each of these components.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>97-79</td>
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<td>93-96</td>
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<td>83-86</td>
<td>C</td>
<td>73-76</td>
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<td>90-92</td>
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<td>80-82</td>
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<td>D+</td>
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<td>63-66</td>
<td>F</td>
<td>below 60</td>
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<td></td>
<td>(1.3)</td>
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<td>(1.0)</td>
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</table>

**Academic Honesty:**

This course has a zero-tolerance policy towards academic dishonesty, including plagiarism, taking credit for another’s work, and cheating in any way. A student found cheating will automatically fail the course. In addition, CofC policy requires me to report such a student to the Dean of Students. A student found responsible of academic dishonesty by the Dean’s office will receive an XF on the student’s transcript, indicating failure of the course due to academic dishonesty.

**ACCOMODATIONS**

If you have a disability that qualifies you for academic accommodation, you must provide me with a letter from the Center for Disability Services at the beginning of the semester. It is your responsibility to schedule accommodations for in-class exams through the Center for Disability Services. I strongly recommend you do that during the first week of class. According to CofC policy, if you wait until the week of the exam you forfeit your claim to accommodation. For more information on the SNAP program, see: [http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/)

**REQUIRED TEXTS**

You are not required to purchase any texts for this course. All readings, unless otherwise stated, are available on the course OAKS website under the “Content” tab or through links on the syllabus.

**COURSE SCHEDULE**

**INTRODUCTIONS AND ORGANIZATION**

**Tuesday, August 21st**

**Reading:**

None.
Thursday, August 23rd

Reading:


Optional Reading:

http://mideast.foreignpolicy.com/posts/2012/08/09/how_muslims_really_think_about_islam

UNIT I: SACRED SOURCES OF ISLAM

Tuesday, August 28th

Reading:

The Qur’an, selections.

Thursday, August 30th

Reading:

- Quran The Clans, 40.
- The Qasida al-Burda, a 13th century Egyptian poem praising Muhammad recited by a contemporary Muslim: http://www.youtube.com/watch?v=Ibqto5GX89Q

Discussion Assignment #1 Due

Tuesday, September 4th

Reading:

None.

In class film: *Koran by Heart*

Thursday, September 6th

Reading:

**Discussion Assignment #2 Due**

**UNIT 2: Basic Beliefs and Worship Practices**

**Tuesday, September 11th**

**Reading:**


Short (10 minute) documentary on Karbala pilgrimage. Link on OAKS.

**Thursday, September 13th**

**Reading:**


Interview with Mohsen Kadivar, [http://thestory.org/archive/the_story_010312_full_show.mp3](http://thestory.org/archive/the_story_010312_full_show.mp3) (changes to a different interview after 30 minutes)

**Discussion Assignment #3**

**Tuesday, September 18th**

**Reading:**

None. In class Film: *Inside Mecca*

**Thursday, September 20th**

**Reading:**


Discussion Assignment #4

Tuesday, September 25th

Reading:
None. Prepare for your first exam.

Thursday, September 27th

Exam 1

UNIT 3: Sufism (Islamic Mysticism)

Tuesday, October 2nd

Reading:
Ernst, “Preface” in Teachings of Sufism, pp. ix-x.


Thursday, October 4th

Reading

Rumi, The Masnavi, selections.

Afkai, Feats of the Knowers of God, selections.

Discussion Assignment #5

Tuesday, October 9th


Kugle, Sufis and Saints Bodies, selection.

Thursday, October 11th

Reading:

http://www.youtube.com/watch?v=UcuAldNBylw&feature=player_embedded

Come to Life Mahya (video)

Discussion Assignment #6

UNIT 4: ISLAMIC LAW, ETHICS, AND POLITICS

Tuesday, October 16th

Reading:


Al-Hedayat, selection.

Thursday, October 18th

Reading:

"A Colonial Court Defines a Muslim,” pp. 293-304. translated and introduced by Alan M. Guenther in Islam in South Asia in Practice, edited by Barbara Metcalf

Discussion Assignment #7:

Tuesday, October 23rd

Reading:


Thursday, October 25th

TBA


Canadian Shi‘i fatwa database: http://www.hoseini.org/Esteftaat-English.htm


Discussion Assignment # 8

Tuesday, October 30th
Reading:
TBA.

Thursday, November 1

Exam 2.

Tuesday, November 6th

Final paper topics due by 11:59pm via “Drop Box” on OAKS.

NO CLASS. GO VOTE.

UNIT 6: MUSLIMS IN AMERICA

Thursday, November 8th

Reading:


Discussion Assignment #9

Tuesday, November 13th

Reading TBA

Thursday, November 15th


Discussion Assignment #10

Tuesday, November 20\textsuperscript{th}

Class Cancelled. Work on your Final Paper Outlines.

Thursday, November 22\textsuperscript{nd}

University Holiday.

Tuesday, November 27\textsuperscript{th}

Peer Outline Evaluations in Class.

Outlines Due via “Drop Box” in OAKS by 11am.

Thursday, November 29\textsuperscript{th}

Evaluations and Final Questions.

Thursday, December 6\textsuperscript{th}

Final Paper due by 3pm via “Drop Box” on OAKS.
Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema    Phone: 953-3988    Email: abuhakemag@cofc.edu

Department or Program: International and Intercultural Studies    School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, E, F, G, H, I, J, K)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

☒ Course Number: ARBC 313
☒ Course Name: Conversation and Composition I
☒ Course Description: Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.
☒ Credit/Contact Hours: 3 hours
☒ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.) ARBC 202 or equivalent

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The current course description is outdated and does not reflect the content of the course currently being taught.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Only the course description will be changed to reflect the content taught. The change will have no additional impact on other courses or programs.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: International and Intercultural Studies  School: LCWA Subject Acronym: ARBC
Course number: 313

Credit hours:  _X_ lecture  __ lab  __ seminar  __ independent study
Contact hours:  _X_ lecture  __ lab  __ seminar  __ independent study

Course title: Conversation and Composition

Course description (maximum 50 words, exactly as it appears in the catalog):

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

PR ARBC 202 or equivalent

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study
Contact hours:  __ lecture  __ lab  __ seminar  __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no
Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? ______________  Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new costs; course is already being offered.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students read languages other than English</td>
<td>Students will be asked to read, analyze and respond to comprehension questions on news article, and short articles in Arabic.</td>
</tr>
<tr>
<td>2. Students will write languages other than English</td>
<td>Students will be asked to write lengthy essays about topics that have been covered in class. The students will write 500-word essay for midterm and a 750-word for the final.</td>
</tr>
</tbody>
</table>

3.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with student learning outcomes for languages but it does not fulfill any requirements. It provides opportunities to increase language proficiency beyond the General Education requirement. It also counts toward elective credit for students completing the Minor in Asian Studies. For students studying Arabic as their language in the Asian Concentration in International Studies, this course is required.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

Asian Studies is simultaneously submitting a proposal to Change the Minor; we have informed International Studies of this change, as third-year Arabic is required for students studying Arabic as their language in the Asian Concentration of the International Studies Major.

J. CHECKLIST.
☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: [Date]

2. Signature of Academic Dean:

   [Signature]

   Date: 3.25.13

3. Signature of Provost:

   [Signature]

   Date: 3/7/13

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: [Date]

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: [Date]

Date Approved by Faculty Senate: [Date]
College of Charleston
ARBC 313: Conversation and Composition I
Course Syllabus
Fall 2012

Course Instructor: Ghazi Abuhakema
Class time and place: Bell South 400
Office: 9 Glebe, Rm. 200
Phone: 953-3988
Email: abuhakemag@cofc.edu

Office Hours: M and W 1-2 PM and by appointment

Course Description

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.

Student Learning Outcomes:

- students will read in languages other than English
- Students will write in languages other than English.

Prerequisite: ARBC 202 or placement.

Course Objectives:
Upon completing this course, students should be able to:

Spelling and pronunciation
- Write the hamza in different positions

Conversation and writing
1. Describe countries, populations and products
2. Describe geographical directions and features
3. Express exception using إلا and غير
4. Describe events
5. Express obligation using على ... أن
6. Express possibility with the verb يمكن
7. Describe professions
8. Describe travel-related activities

Reading
- Read different types of texts such as ads and street signs

Grammar
1. Learn and use إن
2. Learn and use the structure لم يعد
3. Learn the relative pronoun ما
4. Use the particle إن after adverbs of time
5. Learn the functions of ك
6. Learn the structure permutative البديل
7. Learn and use the particles إن and ف
8. Revisit the comparative and superlative
9. Revisit verbal nouns المصدر
10. Learn and use the conditional sentences

Culture
1. Learn about the geography of the Arab World, countries and main towns
2. Learn about major singer in the Arab World
3. Learn about education in Syria
4. Learn about ads and commercials

Textbook:

- Bilingual Dictionary
- Supplementary materials prepared by instructor.

*To Access the Online Interactive Exercises Program, go to:
http://yalebooks.com/awsexercises

*Username and password are included in the textbook introduction.*

Student Responsibilities

1. Attending and participating in class activities. Most of the language skills to be developed cannot be acquired without effective participation and interaction with other students and with the instructor. Participation is vital to student’s learning and sustaining it. Co-curricular activities such as films and Arabic club activities will count towards students’ participation grade.

2. Doing homework assignments. This out-of-class practice is essential for reinforcement of classroom activities. Once a given lesson is covered, all exercises related to it are due per the daily schedule described below.

3. Taking classroom written quizzes, midterm, and final. A missed quiz or test cannot be made. If a compelling excuse is warranted; documentation is necessary and another task may be assigned instead.

4. Taking the weekly, end-term and final oral presentations. Such oral presentations will be related to what has been covered in class. Pronunciation, fluency, width of vocabulary, and appropriate, functional usage will be taken into account. The oral midterm is in the form of a conversation between instructor and student.

5. A skit during the last two weeks of classes designed and acted out (not read out) by two students (one pair at a time). It should integrate most of the material covered and reflect students’ creative and imaginative abilities.

General Class Policies

1. Eating is not allowed;
2. using electronic devices to browse the internet, check email, listen to music is prohibited. **Texting is absolutely prohibited;**
3. attitudes towards class, instructor and classmates **do** matter; disrespect will not be tolerated;
4. preplanned absence should be reported to instructor in due time;
5. **Missed classes:** Each unexcused missed class will decrease your total attendance grade by .5 points;
6. **Late submission of assignments:** Papers turned late will lose 50% of the total grade it earns;
7. **Academic honesty:** University rules prohibiting cheating and plagiarism will be enforced. Any violation of these rules will be reported the University Committee on Academic Misconduct and handled according to University policy;
8. **Disabilities:** Students with disabilities should make their needs known to the instructor during the first week of classes.
9. **Graduating seniors:** Students who are graduating this quarter should see me in order to make arrangements to have all their work completed by the last week of classes.

**University Rules**

Students are responsible for being aware of and obeying the University’s rules regarding academic misconduct and the Code of Student Conduct.

**Students with Disabilities**

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

**Grade Breakdown**

| Attendance and Participation | 10 (0.5 points will be deducted for every class missed.) |
| Oral presentations | 10 |
| Quizzes | 20 to be taken in class, due at the conclusion of every chapter |
| Homework | 15 Submitted per daily schedule included below |
| Oral midterm | 5 |
| Written midterm | 10 Date: the 5th week |
| Skit (Final Oral Presentation) | 10 Date: last two days of classes |
| Written final | 20 |
| Total | 100 |

**Assignments Schedule**

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<thead>
<tr>
<th>Week I</th>
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<tbody>
<tr>
<td>August 20</td>
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<tr>
<td>August 22</td>
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<tr>
<td>August 24</td>
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<td><strong>Week II</strong></td>
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<td>August 27</td>
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<td>August 29</td>
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<td><strong>Week III</strong></td>
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<td>September 3</td>
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<td>September 5</td>
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<td><strong>Week IV</strong></td>
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<td>Week VII</td>
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<td>October 1</td>
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<td>October 3</td>
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<td>October 5</td>
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| Week VIII |
|-----------------|-----------------|
| October 8       | Listen to/read the text page 501-502, drill 3 page 502, drill 3 page 503, drill 5 page 504 |
| October 10      | Listen to/read pages 504-505, drill 6 page 506, drill 7 page 506 |
| October 12      | write 3 sentences using the particle as discussed page 508, do ex. 11 page 510 |

| Week IX |
|-----------------|-----------------|
| October 15      | **Fall Break** |
| October 17      | do drill 12 page 511, do drill 14 pages 513-514 |
| October 19      | Review vocabulary pages 515-517 |
| Week X |
| October 22      | study page 519 and do drill 1 page 520, do drill 2 page 520, do drill 4 page 521 |
| October 24      | Listen to and read the main text pages 521-523 |
| October 26      | read the letter page 525, do drill 7 page 525-527 |

| Week XI |
|-----------------|-----------------|
| October 29      | do ex. Page 528 |
| November 2      | read pages 530-531 and do drill 11 page 531, do drill 12 page 532 |
| November 4      | do drill 15 page 539 |

| Week XII |
|-----------------|-----------------|
| November 7      | do drill 14 page 538 |
| November 9      | quiz in chapter 24 |
| November 11     | Introduction of Part II of Ahlan wa sahlan do drill 1 page 5-6 do drill 2 page 9 |

<p>| Week XIII |
|-----------------|-----------------|
| November 14     | do drill 3 page 10, do drill 4 page 12 |
| November 16     | do drill 5 page 14, do drill 6 page 15 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November 18</td>
<td>do drill 7 page 17, do drill 8 page 18</td>
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<tr>
<td>Week XIV</td>
<td></td>
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<tr>
<td>November 21</td>
<td>do drill 9 page 23, do drill 10 page 24</td>
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<tr>
<td>November 23</td>
<td>Thanksgiving</td>
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<tr>
<td>November 25</td>
<td>Thanksgiving</td>
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<tr>
<td>Week XV</td>
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<tr>
<td>November 28</td>
<td>do drill 11 page 29, do drill 12 page 32</td>
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<tr>
<td>November 30</td>
<td>quiz in chapter Grammar Review</td>
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<tr>
<td>December 2</td>
<td>Final oral presentations</td>
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<tr>
<td>Week XVI</td>
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<tr>
<td>December 5</td>
<td>(Last day of classes) – Review session</td>
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