FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Art & Architectural History

Courses Covered by Signatures (please list all by acronym and number):
Re-submit of already existing courses:
ARTH 103, 241, 242, 243
ARTH 210, 214, 250
ARTH 277, 280, 303, 370, 375

ARTH 214 & ARTH 215 Approved for Category 3 - Europe upon submission on new cover sheet & F&H syllabus statement contingent

All others are approved except for ARTH 350

Request to add new courses for FLA certification:
ARTH 215
ARTH 231
ARTH 278
ARTH 101
ARTH 102
ARTH 105

Strike from the list:
ARTH 255 (Latin American) we are deactivating the course

Signatures:

[Signatures from Department Chair, Program Director, Dean, Faculty Coordinator for General Education, Chair, General Education Committee, Faculty Senate Secretariat with dates 3/1/16, 3/1/16, 3/23/16, 3/23/16, 3/23/16]
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Art and Architectural History
Course Acronym, Number, and Title: ARTH 231, Islamic Art and Architecture

Category (Check only ONE )
_____ 1 The Role of Language in Culture
_____ 2 Global and Cultural Awareness
x 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

One of the SLOs for this course is to perform visual analyses on works of Islamic art. This outcome is assessed in a short writing assignment in which students analyze a work of art using terminology presented and discussed in class. A second SLO asks students to situate works of Islamic art in their historical, cultural, religious and/or social contexts. This outcome is assessed via an essay question on the midterm and final, in which students compare and contrast three works of art from different periods according to a theme presented and discussed in class. Because of the nature of the compare and contrast, students not only look for commonalities that major monuments of Islamic art share, but also consider how dynastic patrons of Islamic art differentiate themselves from their predecessors or rivals. Sample writing assignments and essay questions are provided below.

Formal Analysis Short Essay: Write a formal analysis of the same work you described in SWA #1 (500 words). Remember to

1. use art historical terminology like line, color, shape, depth/space, texture, mass, movement, etc. You can consult this chart if needed: DesignElements&Principles.
2. show me how the terms are represented in the work you chose by careful and precise description (look back to your first SWA for feedback), and
3. provide your assessment of the composition or "overall effect" of the work of art.

Final Exam Essay Topic: Our theme for the second half of this course has been the way that Islamic dynasties have used art and architecture in order to communicate their religious orthodoxy. In your essay, identify and discuss 3 works of art/architecture that represent this theme. You may choose any three examples that you wish, but they must come from three different dynastic periods. Remember to address the similarities and differences of the works and explain them in relation to their respective periods and cultures.
Islamic Art and Architecture– Number – ARTH 231 – Section

Crosslistings
Location and Time

Prof. Jessica Streit
Email: streitj@cofc.edu
Office: Simons Center for the Arts 304
Office Hours:

Goals of the Course

This course introduces students to Islamic art and architecture produced between the rise of Islam (early 7th century) and the end of the 15th century, and its goal is to help students understand the material in its social, political and historical context. Spanning geographically from the Western Mediterranean to Western Asia, we will focus principally on religious architecture, but we will also consider secular structures and material culture. Students will use textbook readings accompanied by class discussion in order to engage with the course material. Evaluations will be based on five short writing assignments and two noncumulative exams.

Gen Ed

This course satisfies Humanities general education requirements. During this course, students will complete the following learning outcomes:

1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the final examination. Assessment will be applied to a slide comparison that will be part of the final exam. As noted below, the final exam is worth 35% of the course grade.

Texts and Other Materials

Textbook


Other Resources

We will use a second textbook (Blair, Sheila, Jonathan Bloom, and Richard Ettinghausen. The Art and Architecture of Islam 1250-1800. New Haven, CT: Yale University Press, 1994) for the last four weeks of the course. Purchasing it is optional (reading it is not), and I have placed a copy on reserve at Addlestone Library.
OAKS

I will use OAKS for administration of short writing assignments (through Dropbox). It will also serve as a depository for course materials like syllabi, assignments, powerpoints shown in class, study guides, slide lists, etc.

Instructor Consultation, Technology and Classroom Conduct

Students are responsible for learning both the material in the textbook and the material that we discuss in class. If you have a question about either, do not hesitate to ask during class. Alternatively, you can speak with me privately before class, after class, during office hours, or via email. I will make every effort to respond to email within 24 hours. If you send an email on a weekend your response may not come until Monday (or, in the case of a break, until the first day of classes after the break). Email is a great way to reach me, but keep in mind that it doesn’t assure you an instant response.

Believe it or not, many studies have shown that classroom laptop use is more detrimental than beneficial (http://web.stanford.edu/class/linguist156/laptops.pdf cites a few of them). Because of this, and because this is a class that deals with visual material in a darkened room, note-taking on backlit electronic devices (ie. laptops, tablets, phones) is not allowed. As for cell phones, I’m just as chained to mine as you are to yours, but during class I don’t want to hear them (including vibrating), see them, or notice your thumbs twitching as you text someone.

Finally, please abstain from leaving and/or re-entering the classroom during class unless absolutely necessary. When I have or another of your classmates has the speaking floor, I ask that you refrain from interrupting and carrying on side conversations or discussions.

Student Responsibilities

Attendance

Attendance in all lectures is required of all students, and I will take attendance every day. Students are allowed up to 4 absences for any reason, and if you miss class, you are responsible for gathering missed lecture material and/or announcements, etc., from your classmates or from OAKS. In this class there is no such thing as an “excused” absence, unless there are some truly serious—and, most importantly, documented—circumstances, in which case I will usually suggest an Incomplete. I do not drop for nonattendance, but if a student incurs more than 4 absences, he or she will receive a “WA” as a final grade, which is equivalent to an “F.”

Reading

Students will get the most from lectures if they come to class prepared: having done the readings ahead of time. Keep in mind that because we are covering a huge geographical and temporal range, this class moves at a very fast pace!
**Short Writing Assignments**

There will be five short writing assignments spread over the course of the semester. These assignments will always be due via dropbox on OAKS by 11:59 PM on the due date that they are listed in the syllabus. Please note that they will be submitted to plagiarism-detection software before being graded.

If your work is late, please turn it in to the appropriate dropbox folder on OAKS within 48 hours of the deadline. If turned in within 24 hours of the deadline, late SWAs will receive a penalty of 1/3 of a letter grade (ie. a B- becomes a C+). Between 24-48 hours of the deadline, I will apply a 25% late penalty. **No late SWAs will be accepted after 48 hours of the deadline have passed.**

**Exams**

There will be two non-cumulative slide exams, which will involve identification (identifying images, defining terms, labelling parts of architectural structures, etc.), short answer, and comparative essay components. Only images appearing on the slide list for a given exam (found on OAKS) will be given for students to identify or discuss as a part of a short answer or essay question. Each exam offers up to 5 points extra credit (counted toward the exam) in the form of a “connoisseurship” question, asking you to use your knowledge to identify and explain a work of art that we haven’t seen in class.

The dates for these exams are listed in the schedule. You must contact me within 24 hours of the time of a scheduled test if you miss it because of an emergency, or at least 72 hours prior to a test time if you anticipate missing a test. I will only give make-up tests when provided with an Absence Memo, which requires documentation. Bring the documentation to the Absence Memo Office located at 67 George Street (between Stern Center and Glebe Street), and a representative from the Absence Memo Office will notify me of your excused absence. You may then come to me to arrange your make-up exam. Any unexcused (ie. Memo-less) test absence will result in a 0 for the test.

**Evaluation and Grading**

A weighted percentage system will be used to determine grades, which breaks down as follows:

- 15%: Attendance and Participation
- 25%: Midterm Exam
- 35%: Final Exam
- 25%: Writing Assignments

Each of your exams will be worth roughly 130 points, depending on how much information is available for the slide identifications. Writing assignments are worth 25 points each for a total of 125 points.
The following definitions of achievement are used to assign grades:

A  Outstanding work, far above the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
B  Work that is significantly above the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
C  Work that meets the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
D  Work deserving of credit, even though it does not meet the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam
F  Work that falls substantially below the minimum requirements necessary for completing an assignment or demonstrating understanding on an exam

The following percentages are used in order to assign letter grades:

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<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
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<tr>
<td>90-93%</td>
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<td>87-89%</td>
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<td>84-86%</td>
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<td>74-76%</td>
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<td>70-73%</td>
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<td>67-69%</td>
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<tr>
<td>64-66%</td>
<td>D</td>
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<tr>
<td>60-63%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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Midterm grades will be based on all writing assignments and exams completed before DATE.

Other Important Information

Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php. Plagiarism is defined as a studying copying material from a printed or electronic source without sufficient citation, or
copying material from another student. The College of Charleston has an Honor Code that prohibits cheating, plagiarizing, and all other forms of academic dishonesty. (Please see [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)) The minimum penalty for any act of academic dishonesty will be a 0 on the given assignment/exam.

*Disability Services*

Any student with a documented disability should contact the Center for Disability Services ([http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/)) at 843-953-1431, Lightsey Center (Suite 104) to arrange for appropriate accommodations. If you have already met with this office and have approved accommodations, please provide me with your Professor Notification Letter (PNL). I would like to speak with you about your specific needs as soon as possible – we can meet either after class or, if you would like privacy, during my office hours.
**COURSE CALENDAR**

*I reserve the right to change this syllabus—including lecture schedule, readings and assigned work/exams—as necessary! I will always announce changes in class, via email and on OAKS.*

**FIRST DAY: INTRODUCTIONS AND SYLLABUS**

**UNIT 1: INTRODUCTION TO ISLAM & THE FIELD OF ISLAMIC ART**
- Be sure to read and understand the syllabus
- Jessica Streit, “A Brief Summary of Rise of Islam and the Field of Islamic Art.” Available on OAKS.

**UNIT 2: THE UMAYYADS, I**
- **Due DATE: Short Writing Assignment I, Formal Analysis**

**UNIT 3: THE UMAYYADS, II**

**UNIT 4: THE ABBASIDS**
- **Due DATE: Short Writing Assignment II, Comparative Analysis**

**UNIT 5: UMAYYAD AND TAIFA AL-ANDALUS**
- Ettinghausen, Grabar and Jenkins, Chapter Three

**UNIT 6: SHIISM, I, EARLY ISLAMIC IRAN AND CENTRAL ASIA**

**IN-CLASS MIDTERM EXAM ON DATE**

**UNIT 7: SHIISM II, THE FATIMIDS**
- Ettinghausen, Grabar and Jenkins, Chapter Six: Part I, 187-214
- **Due DATE: Short Writing Assignment III, Blog Post**

**UNIT 8: THE SALJUQS, AYYUBIDS AND THE SUNNI REVIVAL**
- Ettinghausen, Grabar and Jenkins, Chapter Six: Part II, 215-265

**UNIT 9: THE ALMORAVIS AND ALMOHADS**
- Ettinghausen, Grabar and Jenkins, Chapter Seven
**PLEASE NOTE THAT FROM HERE ON OUT, YOUR TEXTBOOK READING CAN BE FOUND ON RESERVE!**

UNIT 10: THE MAMLUKS
- Blair, Bloom and Ettinghausen, Chapters Six, Seven and Eight (Up to the Late Period for Ch. 8; these are short chapters)
- **Due DATE: Short Writing Assignment IV, Museum Label**

UNIT 11: THE ILKHAHIDS
- Blair, Bloom and Ettinghausen, Chapters Two and Three (Again, these are short chapters)

UNIT 12: THE TIMURIDS
- Blair, Bloom and Ettinghausen, Chapter Four; Chapter Five (Early Period only for Ch. 5)

UNIT 13: THE NASRIDS
- Blair, Bloom and Ettinghausen, Chapter Nine (Skip the Hafsids)
- **Due DATE: Short Writing Assignment V, Exhibit Review**

**FINAL EXAM TO BE HELD IN LOCATION, FROM TIME TO TIME, ON DATE**
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: **HISTORY**

Courses Covered by Signatures (please list all by acronym and number):

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<th>HIST 103*</th>
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*Approved contingent upon submission of syllabus containing FLA statement

Signatures:

*Phyllis [Signature]*

Department Chair/Program Director

3 March 2016

*Maureen [Signature]*

Dean

3-3-16

*Shawn [Signature]*

Faculty Coordinator for General Education

3/23/16

Chair, General Education Committee

3/23/16

Faculty Senate Secretariat

Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 276: Islamic History & Civilization

Category (Check only ONE )

_____ 1 The Role of Language in Culture

___X___ 2 Global and Cultural Awareness

_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course explores the rise, development, and maturation of Islamic civilization in the period c. 600–1500 CE. As such it is multi-cultural in nature and also plays an important role in inculcating greater understanding of Islam and Muslims among our students. The course examines political institutions as well as social and cultural developments within the overarching framework of lands with a majority Muslim population in the period covered. Much of the reading for the class is in the form of relatively short primary sources on pertinent topics, which present challenges in interpretation, so the instructor has shaped the course with a number of short papers that analyze various sources.
College of Charleston
HIST 276 (MWF 1:00- 1:50)

ISLAMIC HISTORY AND CIVILIZATION (600-1500)

Instructor: Prof. Rana Mikati
Office: Maybank Hall 309
Email: mikatir@cofc.edu
Office hours: M W 2:00-3:00 or by appointment

COURSE DESCRIPTION:
This course explores the rise, development and maturation of Islamic civilization, ca. 600-1500 CE. Attention is given to political institutions, as well as social and cultural developments. In addition to the lectures and readings from secondary sources, students are asked to engage directly with primary source materials, thereby viewing Islamic history through an academic and native lens.
This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

COURSE OBJECTIVES:
1) To gain familiarity with the most important events, individuals and themes in Islamic History
2) To provide a clear overview of the historical trajectory of the Near East from the rise of Islam through its transformation into a world civilization.
3) To analyze primary and secondary sources and draw conclusions.
4) To introduce students to some of the challenges, debates and themes in the study of Islamic History.

LEARNING OUTCOMES:
This course meets the following General Education requirements for Humanities:
Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

This course meets the following General Education requirements for History:
Student Learning Outcome 1: Students demonstrate knowledge of history and
awareness of the historical experience.

**Student Learning Outcome 2:** Students situate primary historical records in their context and use sources to construct historical arguments.

In HIST 276, these outcomes are assessed via: 1) three quizzes and two map assignments that demonstrate knowledge of history, and 2) weekly discussion and five essays that require the analysis of primary texts showing the ability to situate documents in their historical context.

**REQUIRED READINGS:**


Additional primary source readings will be posted on OAKS.

**ADDITIONAL RESOURCES:**

- Some of the Primary sources in English translation available at [Internet Islamic History Sourcebook](http://www.fordham.edu/halsall/islam/islamsbook.html) (compiled by Paul Halsall)

**REQUIREMENTS AND GRADING:**

1. **Attendance and Participation** 15%

Monday and Wednesday, the class will convene for lecture. The textbook readings (Egger) are typically assigned for these two days. It is your responsibility to keep up with the textbook because the lectures will not focus primarily on narrative. Additionally, this is not a “lecture” course in any traditional sense; that is, one where you can expect to passively acquire a certain quantity of “knowledge” through note-taking, after which you would be tested on your memory retention. Questions are expected and encouraged with ten minutes reserved at the end of the session.

The Friday session is reserved for the discussion of primary sources and scholarly articles. You will be provided with a checklist of questions that will help you through your primary text in translation.

The readings that include the textbook and other occasional additional articles for Monday and Wednesday and Primary Sources for Friday are indicated on a separate Class Schedule.

Any student with six or more absences from discussion will be dropped from the class.

2. **Map Quiz** 5%

3. **Three Quizzes** 30%
These quizzes consist of a number of brief identifications of names, terms, and concepts covered in the lectures and readings (textbook and primary). There will be no essay examination for this class.

4. Five short essays

1-2 pages, typed, double spaced on selected primary sources will be required for the course. These stand in lieu of essay questions on an examination. The purpose of these papers is three-fold: (1) to stimulate you to think more carefully about certain questions covered in the course, 2) to engage you in the primary sources, and (3) to exercise your skills in writing an historical essay.

PAPERS MUST BE HANDED IN PUNCTUALLY. Papers are due during class on Friday.

ACADEMIC HONOR CODE:

The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

SPECIAL ACCOMMODATION:

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

CLASS BEHAVIOR:

Please, turn off your phones before class. Texting, messaging, checking email, facebook, etc…is not allowed during class time. If you must use a laptop or ipad/tablet to take notes, expect me to periodically check that you are not distracting yourself (and others who can see your screen).

This is a working document. I reserve the right to revise this schedule during the semester. Materials may be added or subtracted after the start of the term with due notice.
Week I  Introducing Islamic History

W: Course Organization:

F: Preliminaries: Navigating strange names, dates and languages. Terms, Nomenclature, Dating system, and transliteration. Introduction to important sources.

Week II  The Context of the Rise of Islam: Byzantine, Sasanian and Arabian Contexts

M: Introduction to Late Antiquity the Byzantine and Sasanian Empires

Readings: Egger, 4-15.

W: The Arabian environment on the eve of Islam

Readings: Egger, 16-20.

F: Discussion

Primary Sources: Selections from the Pre-Islamic Arabian “Hanged” Poems

http://www.fordham.edu/halsall/source/640hangedpoems.asp

MAP QUIZ

Week III  Muhammad: The Man and the Prophet

M: Muhammad’s Arabia: Methodology and Challenges for Modern Scholarship

Readings: Patricia Crone, “What do we really know about Muhammad?”
http://www.opendemocracy.net/faith-europe_islam/mohammed_3866.jsp

Fred Donner, Muhammad and the Believers: At the Origins of Islam (Harvard University Press, 2011), 39-50

W: Historiography: Muhammad’s Legacy; Preliminary Introduction to hadith


F: Discussion “The Historical Muhammad”?

Primary Sources: Excerpts from The Life of Muhammad: A translation of Ishaq’s Sirat Rasul Allah, translated by Alfred Guillaume (Oxford University Press).

PAPER # 1 DUE: How do the views of Donner and Crone differ on the historical Muhammad?

Week IV  The Qur’an and Early Islam

M: The Holy Book of Islam: Formal, Literary, and Thematic Aspects of the Qur’an


W: The Qur’an in art and history

F: Discussion

   Primary Sources: Qur’an, Suras 89, 99, 100, 101; Sura 2 verses 221-242; Sura 4 verses. 1-25; Sura 12 "Joseph". Compare Sura 12 with Genesis 37, 39, 42-45.

PAPER #2 DUE: based on your reading of Joseph in the Qur’an and its comparison with the Genesis account, how would you characterize the Qur’anic narrative?

Week V  The Age of Conquest, Early Institutions and Views of the Origin

M: The Age of the Conquests/Early Institutions

   Readings: Egger, pages 33-43.

W: View of Islamic Origins

   Readings: Egger, 44-61.

Optional: View a lecture by Fred Donner, “How Islam Began.”

   http://www.youtube.com/watch?v=5RFK5u5lkA

F: Discussion

   F. M. Donner, “Islam, Conquests of,” Dictionary of the Middle Ages
Primary Sources: The History of al-Tabari, vol. XII, “The Battle of al-Qadisiyya and the Conquest of Syria Palestine,” 13-15 (on mobilization of troops); 92-95 (on the battle); 199-204 (on the diwan).

QUIZ #1

Week VI Crisis, Empire and Sectarianism: The Rise and Fall of the Umayyad Dynasty

M: Normative Islam and Sectarianism


W: Proto-Sects, Islamic creeds

Readings: Egger, 80-84.

F: Discussion


Week VII Revolution: The Abbasid Classical Age

M: The Abbasid Movement and Abbasid Rule


W: Samarra period; Crisis of the Caliphate

Readings: Egger, pages 85-93.

F: Discussion

Primary Sources: Charles Pellat (transl.), The Life and Works of Jahiz, 62-66 (Shi'ite Doctrine and the Imamate); 91-97 (Merits of Turks, other nations); 272-275 (Tradesmen, Officialdom, Secretaries).

Week VIII The Dissolution of an Empire: Provincial Autonomy and Rival Caliphates

M: Fatimids in North Africa and Egypt

Readings: Egger, 94-98

W: Umayyads in Spain
Readings: Egger, 98-104.

**Quiz #2**

**Week IX**  
**An Islamic Way of Life**

M: Commerce, Cities and Agriculture

Readings: Egger, 104-112.

W: Law

Readings: Egger, 114-122, 302-304

F: Discussion


**PAPER #3 DUE:** What does the Qur’an tell us about ritual prayer and what does it not tell us? What do the hadiths seem to be focused on? How do you think the formulations in al-Quduri’s text were reached?

**Week X**  
**The Crusades**


**PAPER #4 DUE:** Contrast the motives of Urban II on the Crusade with the portrayal of their motives by Usama b. Munqidh.

**Week XI**  
**The Mongol Invasions and the Rise of Turkic Polities**

M: The Mongols


W: The Mamluks, Delhi Sultans and the Ottomans

Primary Sources: al-Jahiz, “On the Merits of the Turks.”

**Week XII  The Islamic West**

**M No Class**

**W The Loss of al-Andalus**


**F: Discussion**


**QUIZ #3**

**Week XIII  An Islamic Way of Life: Education and Identities**

**M: Education**


**W: Identities**

Readings: Egger, 229-251, 282-3.

**F: Islamic Art**

(TBA)

**Week XIV  An Islamic Way of Life: Sufism, Philosophy and Science**

**M Sufism**

Readings: Egger, pages 123-137, 205-213.

**W: Philosophy and Science**

Readings: Egger, 199-204

**F: Discussion**

Optional: View video on Science and Islam, from the BBC on:


**PAPER #5 DUE:** The readings from al-Ghazali and al-Hallaj highlight a difference of attitude on the roles of law and mysticism, what are these roles and how are they presented?
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 277: History of the Modern Middle East

Category (Check only ONE )

___ 1 The Role of Language in Culture
___ 2 Global and Cultural Awareness
___X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course presents a foundational overview of the social, cultural, economic, and political history of the Middle East in the nineteenth and twentieth centuries. It pays particular attention to the cultural penetration of Europe and its implications, nationalism and the formation of nation states, the Arab-Israeli conflict, and the rise of Islamist movements. The course relies heavily on primary source readings as a means to explore the unique culture of the region; a typical writing assignment is an essay analyzing a particular book read for the class.
DESCRIPTION
This course presents a foundational overview of the social, cultural, economic, and political history of the Middle East in the nineteenth and twentieth centuries. It aims to go beyond the simplistic generalizations and stereotypes about the region and its people by introducing students to the complexities of the region’s modern history and its present. The course also aims to enable students to adopt an informed and critical perspective on the region’s current conflicts and challenges. We will pay particular attention to the following topics: nineteenth century reformism (political, military, economic, and religious); economic dependency and imperialism; the impact of economic, political, and cultural penetration of Europe into the Middle East; nationalism and nation state formation; the Arab-Israeli conflict; women’s experiences; U.S. involvement in the region; the Islamic Revolution in Iran; and the rise of Islamist movements. This course offers students the chance to explore these issues through a variety of media—academic works, film, fiction, and other primary sources. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

OBJECTIVES
Students who successfully complete the course will have:

1) gained a better understanding of the history of the Middle East from 1800 to the present and of the historical forces that shaped the region;
2) provided with informed understanding to go beyond the stereotypical images and opinions about the region and its people;
3) sharpened their skills in analyzing historical data and reaching informed conclusions about those data;
4) learned to think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts;
5) refined their ability to express ideas and produce convincing arguments.
TEXTS
The following required texts are available at the College of Charleston Bookstore. You are welcome to look on-line for cheaper copies of the books.


Additionally, from time to time I will hand out important documents relevant to the lectures so that we may consider them in depth.

GRADING AND ASSIGNMENTS
Requirements for this course include:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Writing Assignment</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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<tr>
<td>Movie Review Assignment</td>
<td>5%</td>
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<tr>
<td>Quizzes, Attendance &amp; Participation</td>
<td>15%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grades will be calculated on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D-</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>59-0</td>
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Exams
All students are expected to take the exams and turn in all assignments at the announced dates and times. Both the midterm and the final will be in essay format and they will be in-class tests (dates marked on syllabus). Prior to the exams, a list of study questions will be distributed. The questions that will appear on the exam will be selected from the list of study questions. Apart from content, correct grammar, spelling and writing style will be used to determine your grade in these exams.

Quizzes
To help keep you on track with the readings, you will receive several quizzes over the course of the semester. Quizzes will consist of multiple-choice questions based on the
readings assigned. The quizzes are intended simply to ascertain whether you have done the reading, and they should be easy if you’ve read the material carefully.

Writing Assignment
Each student will complete a written assignment based on the reading of Sahar Khalifeh’s *Wild Thorns*, our textbook, primary sources, and our in-class lectures and discussions. You will write a 4-5 page paper based on specific questions that will be provided in advance.

Movie Review Assignment
You will also write a two-page review of/reaction to a film with a Middle Eastern theme and/or setting. Your review should summarize the events portrayed in the film and how they relate to what we have learned in this course. Movie review assignments must be submitted to me before the last day of classes.

Assigned Readings
Due to the extreme time limitations imposed upon us by the subject matter, we may not be able to cover every detail in the textbook, so it is extremely important for you to keep up with the assigned readings. Weekly reading assignments are listed in the course syllabus. You are expected to have completed each assignment by class time on the week it is listed. There is a large amount of diverse information in this course; you can’t hope to master it by cramming at the last minute.

Attendance and Participation
Attendance, participation, and quizzes are worth 15% of your final grade. You are expected to attend every scheduled session of the course, participate actively, and come prepared to discuss your ideas about the readings on the assigned date. Active class participation, informed discussion (in the form of questions and comments) necessitates that you have completed the reading assignment prior to class. Excessive absences will inevitably affect your participation grade as well as your preparedness for the exams.

Assignment Make-Up Policy
If for any family, medical, or personal emergency you find it necessary to miss a scheduled examination or assignment, you must contact me beforehand (preferably via e-mail). Written proof of excused absences is required.

Students with Disabilities
The College will make reasonable accommodations for persons with documented disabilities. Students should apply 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 at least one week before any accommodation is needed.

**Honor Code**

The Honor Code of the College of Charleston, as described in the Student Handbook, will be stringently enforced in this course. Accordingly, any cases involving plagiarism or other forms of academic dishonesty will result in a failing grade for the course and will be reported to the College administration for disciplinary action.

**Classroom Etiquette**

During the class please turn off your cell phones, Blackberrys, iPhones, iPods, iPads or other handheld electronic devices. Please be conscientious to others’ feelings in class and treat other students respectfully.

**One Last Note**

I am available during office hours or by appointment. You are always welcome to talk about the week’s readings, assignments, or other matters. If you are struggling with this class, please speak with me. I am here to help you learn. Outside of class time and office hours, the easiest way to reach me is via e-mail.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>1/9 (M)</td>
<td><strong>Introduction to the Course &amp; Defining Islam, Defining the Middle East</strong></td>
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<tr>
<td></td>
<td>1/11 (W)</td>
<td>READING:</td>
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<td>- Adam Sabra, “What is Wrong with What Went Wrong?” <em>MERIP</em> (August, 2003)</td>
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<td>PRIMARY SOURCES:</td>
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<td>- None for this week.</td>
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<td>FILM:</td>
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<td>2</td>
<td>1/16 (M)</td>
<td><strong>“Gunpowder Empires” &amp; the ME and the Modern World System</strong></td>
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<td>1/18 (W)</td>
<td>READING:</td>
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<td>1/20 (F)</td>
<td>- Gelvin, <em>The Modern Middle East</em>, 25-44.</td>
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<td>PRIMARY SOURCES:</td>
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<td>- Evliya Chelebi: Seyahatname 1 &amp; 2 (Gelvin, 58-60)</td>
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<td></td>
<td></td>
<td>- The Travels of Sir John Chardin into Persia (Gelvin, 61-66)</td>
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<td>Week</td>
<td>Reading</td>
<td>Primary Sources</td>
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<td>3</td>
<td><strong>New Global Balance of Power &amp; Defensive Developmentalism</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 45-57; 69-86.&lt;br&gt;<strong>PRIMARY SOURCES:</strong>&lt;br&gt;• Khater, documents 1.1, 1.2, 1.5, 2.5&lt;br&gt;<strong>QUIZ 1 (1/27, Friday)</strong></td>
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<tr>
<td>4</td>
<td><strong>Imperialism in the Middle East</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 87-99&lt;br&gt;<strong>PRIMARY SOURCES:</strong>&lt;br&gt;• Khater, documents 2.2, 2.3, 2.4&lt;br&gt;• Algeria: Poetry of Loss (Gelvin, 167-68)</td>
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<tr>
<td>5</td>
<td><strong>Responses to Modernity: Intellectual, Cultural, &amp; Political Reactions</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 100-109; 133-157 &amp; the photo essay (110-132)&lt;br&gt;<strong>PRIMARY SOURCES:</strong>&lt;br&gt;• Khater, documents 3.1, 1.4&lt;br&gt;• Muhammad Abduh: The Theology of Unity (Gelvin, 171-72)&lt;br&gt;• Namik Kemal, Extract from the Journal <em>Hurriyet</em> (Gelvin, 173-74).&lt;br&gt;• The Journals of an Ottoman Student in England, July 1829 to January 1830&lt;br&gt;• Science in Religious Education: A Fatwa from Cairo, 1888</td>
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<td>6</td>
<td><strong>World War I &amp; State-Building in the Middle East</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 180-195.&lt;br&gt;<strong>PRIMARY SOURCES:</strong>&lt;br&gt;• Khater, documents 4.3, 5.1, 5.3&lt;br&gt;<strong>QUIZ 2 (2/17, Friday)</strong></td>
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<td>7</td>
<td><strong>Rise of Nationalisms and Nation States</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 196-216.&lt;br&gt;<strong>PRIMARY SOURCES:</strong>&lt;br&gt;• Khater, documents 5.4, 5.5, 4.6, 4.7, 4.8, 4.9</td>
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<td>8</td>
<td><strong>Authoritarian States in the Middle East</strong>&lt;br&gt;<strong>READING:</strong>&lt;br&gt;• Gelvin, <em>The Modern Middle East</em>, 233-255.</td>
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<td>Week</td>
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<td>9</td>
<td>3/12 (M)</td>
<td><strong>The Israeli-Palestinian Dispute</strong></td>
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<td>3/14 (W)</td>
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<td>3/16 (F)</td>
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<td>3/19 (M)</td>
<td><strong>Oil and US Involvement in the Middle East</strong></td>
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<td>3/21 (W)</td>
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<td>3/23 (F)</td>
<td>(Quiz)</td>
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<td>3/26 (M)</td>
<td><strong>The Iranian Revolution</strong></td>
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<td>3/28 (W)</td>
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<td>3/30 (F)</td>
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<td>12</td>
<td>4/2 (M)</td>
<td><strong>Women in the Middle East: Past &amp; Present</strong></td>
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<td>4/4 (W)</td>
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<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>4/6 (F)</td>
<td>None for this week</td>
<td>QUIZ 4 (4/6, Friday)</td>
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<td><strong>PRIMARY SOURCES:</strong></td>
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<td></td>
<td>• Khater, documents 3.2, 3.4, 3.5, 5.6, 6.2, 9.1, 9.2, 9.7</td>
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<td>4/9 (M)</td>
<td><strong>Political Islam</strong></td>
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<td>4/11 (W)</td>
<td><strong>READING:</strong></td>
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<td><strong>PRIMARY SOURCES:</strong></td>
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<td>• Khater, documents 8.1, 8.3, 8.4, 8.5</td>
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<tr>
<td></td>
<td>• Sayyid Qutb: Milestones (Gelvin, 334-36)</td>
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<td><strong>FILM:</strong></td>
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<td></td>
<td>• Selected clips from <em>Crossing the Bridge: Sound of Istanbul</em> (2005)</td>
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<td>4/16 (M)</td>
<td><strong>The Arab Spring and the ME in the &quot;Age of Globalization&quot;</strong></td>
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<tr>
<td>4/18 (W)</td>
<td><strong>READING:</strong></td>
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<td></td>
<td><strong>PRIMARY SOURCES:</strong></td>
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<td></td>
<td>• Khater, documents 9.4, 9.8, 10.5, 10.6</td>
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<td>4/23 (M)</td>
<td><strong>Concluding Remarks</strong></td>
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<td><strong>FINAL EXAM</strong></td>
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<td>APRIL 25 (Wednesday) at 8:00-11:00 a.m. in Maybank Hall 317</td>
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FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET

(One per department or program)

Department/Program Name: Jewish Studies

Courses Covered by Signatures (please list all by acronym and number):

JWST 210 Not approved
JWST 215 Not approved
JWST 220
JWST 230 Category 3
JWST 305 Approved contingent upon adding FLA syllabus statement
JWST 330

Signatures:

[Signature]

3/2/16

Department Chair / Program Director

[Signature]

Date

Dean

[Signature]

Date

Faculty Coordinator for General Education

[Signature]

3/23/16

Date

Chair, General Education Committee

Date

Faculty Senate Secretariat

Date
Department: Jewish Studies

Course Acronym, Number, and Title: JWST 220, History of Israel

Category (Check only ONE )

___ 1 The Role of Language in Culture

___ 2 Global and Cultural Awareness

___X___ 3 Regions of the World (Middle East)

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course studies the history of the modern state of Israel from its origins in the Zionist movement until the present day. Although Zionism was originally a European development, nearly its entire subsequent history takes place in the Middle East, and much of the history of modern Israel concerns its difficult relationships with its Middle Eastern neighbors. So a student taking this course will acquire a familiarity with the history of the Middle East during this period.

We have attached a syllabus which includes guidelines for response papers focusing on questions about Israeli and Palestinian identity.
Jewish Studies 220: History of Israel

Instructor: Joshua Shanes
Email: shanes@cofc.edu
Office hours: Mon/Wed, 11-12 or by appointment (216 Jewish Studies Building)

Course Description

Israel, a tiny state about sixty-five years old, is a country of paradoxes. On the one hand, it is a remarkable story of Jewish political revival, boasting a dynamic economy, a technology sector that leads the world, a vibrant, multicultural society and in some ways a vital democracy. At the same time, Israel remains a nation fighting to defend its very legitimacy in the international community, the long conflict between Israelis and Palestinians has no end in sight, and the state suffers from a variety of internal conflicts. These include the relationship between its secular and religious inhabitants, between its Jewish majority and non-Jewish minorities, and strife over its continued occupation of contested territories, most of whose non-Jewish residents remain disenfranchised. Many question whether its self-definition as a “Jewish and democratic” state is viable, and what that means for its non-Jewish inhabitants and for the relationship between Judaism and the state.

This course will address these questions, surveying Israeli history and society from the birth of modern Zionism until today. We begin with an analysis of the early Zionist movement, both ideologically and practically as Jews began to settle Palestine in large numbers, and the movement’s conflict with the Palestinian Arab populations. We will then move to focus closely on some of the contentious issues in Israeli society over the past half century: political dynamics, religious-secular tensions, immigration and refugees, internal ethnic conflicts, military culture, the role of women, and of course Israel’s prolonged conflict with the Palestinians and Arab states. Class readings will consist of both secondary and primary sources (in translation), which we will learn to read critically and to contextualize. We will also be using film and other cultural artifacts extensively. Students will leave not only with a good grasp of the history of Israel, but will be encouraged to appreciate the legitimacy of multiple perspectives – multiple narratives - on numerous controversial issues.

Course Requirements

Attendance and Participation

Students are required to attend every class and to participate actively, paying close attention to the instructor and to other students, and showing evidence of consideration of the assigned readings. All readings must be completed in advance of the day posted. For example, readings listed under August 22 must be completed before coming to class on August 22. Note that active participation in the class extends beyond discussion. It also means active listening and note-taking during lectures. It means asking questions during class to clarify issues that are unclear (if you are confused about an issue, other students probably are as well). It means coming to office hours and/or communicating via email if further clarification is needed.

The attendance grade is lowered five points for every unexcused absence, starting at 100% (so that one absence still receives an A). For example, two unexcused absences result in a 90%, three in an 85%, etc. Naturally your participation grade will also suffer if you are not in class to participate, and inevitably the material you miss will hurt your essays as well. Any student who fails attendance will automatically fail this class – no exceptions. Students who miss an excessive number of classes due to medical or other emergency should see me to arrange a medical withdrawal. If you are absent for legitimate reasons (health or personal), you should bring your documentation to the Office of Student Affairs (67 George Street) who will send a confirmation
email to all of your professors. I will pass a sign-up sheet around the room each day – be sure to sign it.

**Essays**

Writing assignments consist of two short papers (~1000 words each) analyzing the films, literature and other texts used in class, and one longer paper (~1500 words). Late papers will have their grades lowered one grade if turned in within a week, thereafter two grades until December 2. No papers will be accepted after this date. There is also a final exam, as well as weekly quizzes based on the assigned readings and/or the previous day’s news on “haaretz.com.” There is also a map quiz on August 22.

**Guidelines for Response Papers**

- Your paper needs to have some sort of argument, a thesis, which you state clearly in the opening paragraph. Consider how the film(s) or reading(s) engages the questions of this course. How does it explore issues of Israeli (or Palestinian) identities, history, and society? What are its central questions, dilemmas, or themes? What makes this particular film or text “Israeli.” Saying that it’s about people who live there is not sufficient.

- You must engage at least TWO sources from the course texts to enhance your argument and discussion of the key tensions, themes, and/or characters in the film or literature. You may want to focus your analysis here on relationships between characters, the challenges or transformations they face, or how individual characters are portrayed and developed. Try to paraphrase the argument or use short quotes from the reading to demonstrate your point and how the text relates to the ideas raised by the film. Don’t just mention the reading in passing.

- At the end of your paper, provide a rigorous critique of the film or literature and an explanation of why you liked or disliked it. Did you think it was compelling, successful, moving, or a snooze? Did you empathize with the characters’ stories and experiences? Did you think the writers or directors had a specific ideological agenda? What was it? Your critique could discuss aesthetics, substantive issues raised, plot/character development, the quality of acting or writing, etc. Be as creative and honest here as you want to be.

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Participation/Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Short Papers</td>
<td>40% (20% each)</td>
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<tr>
<td>Medium Paper</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

**Grading Criteria**

As a rough guide, these are the criteria I will use when grading your papers. There is no precise weighting for each category, so that strengths in one aspect can compensate for weaknesses in another. Content and writing are weighted equally, and are by nature largely inseparable.

<table>
<thead>
<tr>
<th>Category</th>
<th>A (90-100%)</th>
<th>B (80-89%)</th>
<th>C (70-79%)</th>
<th>D (60-69%)</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Directly relevant to the subtleties of the question/topic</td>
<td>Directly relevant to the question/topic</td>
<td>Mostly relevant to the question/topic</td>
<td>Includes some irrelevance or generalization</td>
<td>Little or no relevance</td>
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<tr>
<td>Knowledge</td>
<td>Excellent range of knowledge</td>
<td>Good familiarity with sources, shows awareness of</td>
<td>Adequate knowledge of a reasonable range of material</td>
<td>Limited acquaintance with basic sources</td>
<td>Little or no knowledge</td>
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<td>important issues</td>
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<td><strong>Analysis</strong></td>
<td>Consistently analytical to a high level</td>
<td>A good analysis</td>
<td>Some analysis</td>
<td>Limited analysis, largely descriptive or narrative</td>
<td>Little or no analysis</td>
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<td>but with a tendency towards description or narrative</td>
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<td><strong>Originality</strong></td>
<td>Shows originality, independence of thought and approach</td>
<td>Some evidence of originality</td>
<td>Limited evidence of originality</td>
<td>Unoriginal</td>
<td>Derivative or plagiarized</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Logical, clear and coherent argument</td>
<td>Coherent and logical argument</td>
<td>Predictable or superficial argument</td>
<td>Argument lacks coherence and clarity</td>
<td>Little or no argument</td>
</tr>
<tr>
<td><strong>Use of Evidence</strong></td>
<td>Arguments well supported using primary and secondary material appropriately</td>
<td>Good use of primary and secondary sources</td>
<td>Some use of source evidence, but more needed</td>
<td>Limited provision of evidence, paper based on basic sources</td>
<td>Little or no substantiation of argument</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>Excellent writing, clean of grammatical errors, awkward sentences, etc.</td>
<td>Well-written, largely clean of such errors or awkward sentences</td>
<td>Generally well-written, with some lapses in proper spelling, syntax, etc.</td>
<td>Poorly written, poorly proofread</td>
<td>Carelessly written, badly presented, full of errors</td>
</tr>
<tr>
<td><strong>Bibliography &amp; references</strong></td>
<td>Full and appropriate</td>
<td>Full and appropriate</td>
<td>Mostly full and appropriate</td>
<td>Partial documentation</td>
<td>Little or no documentation</td>
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**Rewrites:** Any essay may be rewritten. Both the original essay and the rewrite must be submitted within one week of its return. Any new passages written for the rewrite should be underlined. If the student addresses the principal weaknesses of the original paper (beyond simply entering the corrections made by the instructor), the rewrite will be graded from scratch and the two grades will be averaged.

**General Education Student Learning Outcomes**
1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These learning outcomes are assessed by the second of our short papers.

**Laptop Prohibition (and other seemingly obvious rules for class conduct)**
All forms of electronic communication equipment are prohibited in this classroom, including cell phones, ipads, other texting tools and laptop computers. Students using any such tool will be asked to leave immediately.

In addition, the following is absolutely prohibited. Violators will be asked to leave:

- Overtly sleeping in class (i.e. head down or propped up with eyes closed)
- Reading any material unrelated to classroom activities
- Arriving late to class, ESPECIALLY ON DAYS PAPERS ARE DUE
- Inappropriate, rude, sexist or racist comments to classmates or faculty during class discussions
- Talking with another student to the extent that the volume is noticeably disruptive

**Honor Code: Statement on Cheating and Plagiarism**

The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the *College of Charleston Student Handbook*, for definitions of these offenses.

Plagiarism is defined by the Student Honor Code as:

1. The verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged in the text itself or in footnotes/endnotes.
2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgment.
4. Allowing any other person or organization to prepare work which one then submits as one’s own.

**Responsibility Oath**

“I am responsible for my education.” As a student and rising scholar, it is your responsibility to let me know when I do not make sense and to ask questions when things are unclear. If it doesn’t make sense to you, it probably doesn’t make sense to others. Thus, it is my job to communicate the ideas in a different way. In university, non-medical (i.e. logistical) excuses for failure to perform are not acceptable. I check my email many times each day – if you are having difficulty with an assignment, contact me immediately so that we can solve the problem in time for you to complete it. “I didn’t understand an assignment,” “I couldn’t access a reading,” or similar statements are never acceptable excuses for not completing an assignment at the college level. Begin your work early enough to contact the instructor in time if you have any problems or questions.

**Required Reading**

1. Anita Shapira, *Israel: A History*
2. Rabinovitch and Reinhartz, eds., *Israel in the Middle East: Documents and Readings on Society, Politics, and Foreign Relations. Pre-1948 to the Present*, SECOND EDITION
3. Alan Dowty, *Israel/Palestine*, THIRD EDITION
4. A subscription to Haaretz.com. Haaretz.com must be read every evening or morning before class, for at least 10 minutes. Focus on the main stories, but feel free to read the opinion editorial or other features whose headlines catch your eye. We will begin class most days with a brief discussion or quiz of the news.
5. Other readings, indicated by asterisk, will be posted on-line at OAKS. Be sure to print these and bring to class.

Schedule (subject to change)

Unit 1: Zionism(s) and the (Re)birth of Israel

Week 1
Tuesday, August 20: Introduction

Thursday, August 22: Zionism(s) in its European Origins

Dowty, Israel/Palestine, 22-46

Rabinovich, Israel in the Middle East, texts 2, 3, 4

MAP QUIZ TODAY (August 22) OF CONTEMPORARY MIDDLE EAST and ISRAEL

Week 2
Tuesday, August 27: Zionist Settlement: The Old and New Yishuv

*Troen, Imagining Zion, 62-81

*Koestler, Thieves in the Night, 3-78

Thursday, August 29: Aliyah and creation of the New Jew: Zionist divisions in the mandatory period

*Koestler, Thieves in the Night, 82-123

Film clip (in-class): “A Day in Degania” and/or “Avoda”

Week 3
Tuesday, September 3: Jabotinsky and the Revisionists

*Koestler, Thieves in the Night, 147-175, 290-308

*Charles Liebman and Eliezer Don Yehia, Civil Religion in Israel, 59-80

Rabinovich, Israel in the Middle East, text 11

Thursday, September 5: TBA

Shapira, Israel: A History: pages TBA

Week 4
Tuesday, September 10: Jewish-Arab Conflict in Mandatory Palestine

Dowty, Israel/Palestine, 55-85

Rabinovich, Israel in the Middle East, text 7, 9, 10 (only to page 36)
Thursday, September 12: The Debate over Partition


Rabinovich, *Israel in the Middle East*, *introductions to texts* 12, 14, 15, 16, 18, 19

Unit II: Israeli Culture, Society and Politics in its First Decades

**Week 5**
Tuesday, September 17: **1948: War of Independence vs. the Nakba**

Dowty, *Israel/Palestine*, 85-103


Rabinovich, *Israel in the Middle East*, texts 21, 22 (intro), 23 (intro), 24, 25 (intro), 26 (intro)

Thursday, September 19: **Film (in-class): Ushpizin**

FIRST SHORT PAPER DUE TODAY (September 19)

**Week 6**
Tuesday, September 24: **Israel’s First Decade**

Rabinovich, *Israel in the Middle East*, texts 17, 27, 28, 29

*Charles Liebman and Eliezer Don Yehia, *Civil Religion in Israel*, 81-122

Thursday, September 26: **TBA**


**Week 7**
Tuesday, October 1: **Mizrahim, Ashkenazim and Israeli Multiculturalism**

Rabinovich, *Israel in the Middle East*, texts 30, 45, 64

*Shapira, *Israel: A History*, 222-245


**FILM SCREENING WEDNESDAY EVENING: Sallah Shabati**

Thursday, October 3: **Coping with the Holocaust and its Survivors**
*Nurit Gertz, “The Other in Israeli Cinema of the 1940s and 1950s,” *Israeli and Palestinian Identity in History and Literature*, 35-58

Film clips (in-class) “In my father’s house” (1947) and “New land” (1994)

**Week 8**
Tuesday, October 8: *War and Society to 1973*

Dowty, *Israel/Palestine*, 103-130

Rabinovich, *Israel in the Middle East*, 40, 65-67, 71

Thursday, October 10: **Tracing Israeli Politics and Parties since 1948**

**SECOND SHORT PAPER DUE TODAY** (October 10)

**Unit III: Israel as a “Jewish and democratic” state**

**Week 9**
Tuesday, October 15: **NO CLASS – FALL BREAK**

Thursday, October 17: *Israeli Judaism: Hilonim (Secular), Religious Zionists, and Haredim (Ultra-Orthodox) before and after the Six Day War (1967)*

*A Portrait of Israeli Jewry: Beliefs, Observances, and Values among Israeli Jews* (Guttman Center of the Israel Democracy Institute, 2012), 10-30


Rabinovich, *Israel in the Middle East*, texts 80-81, 124-5

**Week 10**
Tuesday, October 22: **Non-Jewish Minorities in Israel (Religious, Ethnic and National)**


Rabinovich, *Israel in the Middle East*, texts 51, 83, 126, 130, and appendix 5

Thursday, October 24: *1977-1993: Israeli Politics from the Rise of Likud to Oslo*

Dowty, *Israel/Palestine*, 130-148

Rabinovich, *Israel in the Middle East*, texts 79, 85, 102, 108, 109

**Week 11**
Tuesday, October 29: **Israel as a Jewish and Democratic State**

* Sammy Smooha, “The Nation before the State,” in *The State of Israel: Between Judaism and Democracy*, 371-377
* Asad Ghanem, Nadim Rouhana and Oren Yiftachel, “Questioning ‘Ethnic Democracy’: A Response to Sammy Smooha,” 253-266 (skip endnotes)

Thursday, October 31: Tracing Israeli Identities through Popular Music

Shapira, Israel: A History: pages TBA


Week 12
Tuesday, November 5: The Settlements

Shapira, Israel: A History: pages TBA

*Gadi Taub, The Settlers, pages 1-22, 167-87

Rabinovich, Israel in the Middle East, 81, 84

Thursday, November 7: Palestinian Nationalism, the PLO and Hamas

Shapira, Israel: A History: pages TBA

Dowty, Israel/Palestine, 149-176

Rabinovich, Israel in the Middle East, texts 69 and 117

Film clips (in class): “Chronicle of Disappearance” and “Divine Intervention”

Week 13
Tuesday, November 12: TBA

FILM SCREENING WEDNESDAY EVENING: Waltz with Bashir

Thursday, November 14: Coping with Trauma: Discussion of Waltz with Bashir

Shapira, Israel: A History: pages TBA

Week 14
Tuesday, November 19: Understanding Oslo: What was the deal, what went wrong, and where is the “Peace Process” today?

Dowty, Israel/Palestine, 177-219

Rabinovich, Israel in the Middle East, texts 133, 136, 137, 143, 144
Thursday, November 21: Peace Process (continued)

Dowty, *Israel/Palestine*, 220-266

**Week 15**
**FILM SCREENING MONDAY EVENING: The Band’s visit**

Tuesday, November 26: **DISCUSSION OF BAND’S VISIT AND CONCLUSIONS**

Medium-length paper on Israel as a “Jewish and Democratic State” DUE TODAY (November 26)
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Jewish Studies

Course Acronym, Number, and Title: JWST 305, Israeli Cinema

Category (Check only ONE )

- [ ] 1 The Role of Language in Culture
- [ ] 2 Global and Cultural Awareness
- [X] 3 Regions of the World (Middle East)

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course studies the history of Israeli film in the 20th and 21st centuries. It focuses especially on questions of identity: what it means to be Israeli (and Palestinian) given the turbulent history of the modern state of Israel. Students taking this course will learn about the history and culture of one of the most powerful and controversial states in the Middle East.

We have attached a syllabus and an assignment for a take-home final exam essay.
Course Description
This course is a study of Israeli cinema in the historical context of Zionism and Judaism, the establishment of the State, its ethnic, gender, religious, and sexual diversity, the Holocaust, and the continued Palestinian-Israeli conflict. Watching and analyzing major Israeli films, we will explore the intensity of the place, its trends throughout history, and see how filmmakers respond both to the dreams and the reality of modern Israel. We will also talk about genres, soundtracks, mise-en-scène, techniques, and the tension between art, ideology, and money.

Class Format and Participation
In college level classes, knowledge is not simply transmitted to students from teachers and books. Rather, it is created collectively by students in the class’ interactive environment. Israeli Cinema in Search of Identity is therefore a dynamic workshop class: discussion is a crucial part of this class, and students’ thoughtful contributions will make or break how interesting the class is. Students are expected to actively participate in class discussions throughout the semester. The final grade will reflect one’s preparation and the quality of his or her contributions to the class. Please see the rubrics in the end of this syllabus.

Attendance Policy
A student can only miss eight classes during the semester. Students do not have to provide documentation for their absence.

Course Materials
Course pack is on OAKS. Israeli films could be found in the college library, online, or will be given to students for limited time (I can provide films for viewing and reviewing, which are not mentioned in the syllabus). Ideally, a student should watch one or two films a week.

Gadgets: Cell Phones, Tablets, and Computers
It is not allowed to use cell phones in class or any other unauthorized gadget, including laptops.

Exam and Other Ways of Assessment
A ten page take home exam will be given (about) three weeks before the end of the semester. I will gladly read drafts and comment them as many times as needed. Your essay must be typed, paginated, double-spaced, and using 12 points Times New Roman. It must bear a title, your name and the date. It also must be proof-read for spelling and grammatical mistakes. It is a good idea to find a classmate with whom you can exchange papers for brainstorming and proofreading. The Mid-Term, which is attached in the end of this syllabus, could be done in your own time, and you can rewrite it even after I grade it in order to improve you writing skills (and your grade).

General Education Student Learning Outcomes
- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed by an essay question on the take-home final exam.

**Grades**
The final grade in this class will be based on a student performance in:

- **Final Essay** 35% (December 7)
- **Mid-Term Essay** 20% (October 20) (The Exam is attached in the end of this syllabus)
- **OAKS discussions** 20% (see attachment)
- **Class Involvement** 20% (see attachment)
- **Presentation** 5% (see attachment) (students choose dates and articles [not to be repeated])

**Extra-Curricular Activities (Extra Credit)**
There will be opportunities to gain up to ten points of extra credit by participating in approved extra-curricular activities:
1. Watch films at the Israeli Movie Night this semester, write a short review, and earn one point every time
2. Go to events that I will announce, write a short report, and earn one point every time.

**Special Needs**
If you have special learning needs or you are entitled to certain accommodations please discuss this with me ASAP and in full confidentiality.

**Disclaimer and Trigger Warning**
Since Israeli cinema is quite different than American cinema, expect some nudity, including frontal nudity, as well as explicit sex acts and sexual language. Also be aware of other adult content, such as violence, sexual violence, obscene language, and drug abuse. This disclaimer should not be consider as a negative judgment on Israeli cinema, but simply signals the difference between Israeli and American cultures regarding representations of adult behavior in mainstream cinema.

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
00-59 F
1. Introduction
Murray Rosenberg – The First Film of Palestine (1911).
Ariel Feldstein, Cinema and Zionism: The Development of a Nation through Film (Portland: Vallentine Mitchell, 2012), 13 – 125. [This is not in the course pack. It will be given in class]

2. First Steps of “Hebrew Cinema”
Ya’akov Ben Dov – Dreamers and Builders (1920’s)
Natan Axelrod – Oded the Wanderer (1933).
Avigdor Hameiri – This is the Land (1935).
Juda Leman – Land of Promise (1935).

3. New Jews: Zionist Masculinities
Helmer Lerski – Avodah (1935).

4. New Jews: The Heroic Years
Baruch Diner – They Were Ten (1960).

5. New Jews: Zionist Masculinities and The Heroic Years Revisited
Assi Dayan – Halfon Hill Doesn’t Answer (1976).
Boaz Davidson – Private Popsicle (1982).
René Schorr – Late Summer Blues (1987).

6. New Jews: Looking for “Normal Life” (the New Sensibility cinema)
Uri Zohar – Three Days and A Kid (1967)
Uri Zohar – Peeping Tom (1972).

7. The Israeli-Palestinian Conflict: From One Narrative to Two Narratives
   Ra'an'an Alexandrowicz – *The Inner Tour* (2001).

8. The Israeli-Palestinian Conflict: Jews Imagine Arabs in a Jewish State
   Ido Haar – *9 Star Hotel* (2007)

9. The Israeli-Palestinian Conflict: Seeing the Conflict through Israeli-Arab Eyes

10. The Israeli-Palestinian Conflict: Ebtisam Mara'ana Films - Gender in Israeli-Arab Society
    *Paradise Lost* (2003).
    *Three Times Divorced* (2010)

11. Holocaust: Sabras Imagine Survivors
    Yosef Milo – *He Walked through the Fields* (1967).

12. Holocaust: Second Generation

13. Holocaust: Children Imagine Their Parents as Survivors
Boaz Davidson – Alex is Lovesick (1986).

14. Mizrahim: The Orientalization of Arab-Jews
Boaz Davidson – Party at the Snooker (1975).

15. Mizrahim: Arab-Jews Reappropriating Mizrahi Identities

16. Mizrahim: Gender in Post-Bourekas Films
Mosh Mizrahi - Every Time We Say Goodbye (1986).
Dover Kosashvilli – Late Marriage (2001).

17. Student-Instructor Conference

Joel Silberg – Kuni Lemel in Tel Aviv (1976).
Joel Silberg - Kuni Lemel in Cairo (1983).

Rama Burshtein – Fill the Void (2012).

20. Ultra-Orthodox, Haredim, and Religious Zionists: Homosexuality and Judaism
21. Reading the final assignment and brainstorming it in class

22. Gays and Lesbians: New Israeli Queer Cinema
Yair Qedar – Gay Days (2009).
Yair Hochner – Good Boys (2005),
Yair Hochner - Fucking Different Tel-Aviv (2009).

23. Gays and Lesbians: Amos Gutmann as a Pioneer Gay Filmmaker
Drifting (1983)
Bar 31 (1985)
Amazing Gaze (1992)

24. Gays and Lesbians: Queering the Israeli-Palestinian Conflict
Dan Wolman – Hide and Seek (1980).

25. Where are the Women?
Hagar Ben-Asher - The Shut (2012).

26. Where are the Women? Ronit Elkabetz’s Case
To Take A Woman (2004)
Seven Days (2008)
Gett (2014)

27. Epilogue: Are Undocumented Workers the New Arabs?

28. Conclusion
Sample Final Exam Essay Question

In 1000 words, please answer the following question in a form of an essay:

According to a widely accepted Zionist narrative, Israel is a bastion of modernity in the Middle East, whose Jewish settlers—heirs to a long history of victimization and persecution—reclaimed barren land, built a thriving economy, and sought to fulfill the biblical mission of “a light unto the nations” (Isaiah 42:6) while heroically defending themselves against surrounding hostile neighbors. How the films that were made from 1911 to 1960 support this narrative? Please explain your opinion, demonstrate your argument by using specific scenes (beyond content, also talk about cinematic techniques), and support your thesis by referring to the syllabus’ secondary readings.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Asian Studies

Courses Covered by Signatures (please list all by acronym and number):

ARST 100
ASST 101
LTPJ 250
LTPJ 350
LTCH 250
LTAR 350
CHST 340

Signatures:

[Signatures]

3/2/16
Department Chair /Program-Director

3/2/16
Dean

3/23/16
Faculty Coordinator for General Education

3/23/16
Chair, General Education Committee

Faculty Senate Secretariat

Date

Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: ARST 100: Introduction to Arab and Islamic World studies

Category (Check only ONE )

1. The Role of Language in Culture
2. Global and Cultural Awareness
3. Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course introduces students to the geography of the Arab and Islamic world. Students will study aspects of Arab and Islamic culture(s). Although the focus is on the contemporary life, the course will provide an historical background to enable students understand the present. The course traces concepts of ethnic, religious, historical, and national identity through art, architecture, literature, music, social progress and relationship with the outside world. This will enable students to examine various ways that people understand their own culture, appreciate it, criticize it, and seek to improve it.
College of Charleston

Fall 2015
Asian Studies/International and Intercultural Studies
ARST 100: Introduction to Arab and Islamic World Studies

Class:
Instructor:
Office:
Office hours:
email:

Introduction to Arab and Islamic Studies
This course is an interdisciplinary survey of the most salient features of Arab and Islamic history, geography, society, law, theology, and culture. Chronologically it stretches from the birth of the Muslim community to the twenty-first century. In geography it covers the entirety of the Muslim majority world from Morocco to Malaysia, as well as its minority and diaspora communities. Each session will revolve around a secondary and a primary source on a specific theme. In the first part of each session there will be a presentation and discussion of the topics addressed in the assigned reading. In the second part of each session we will engage in a close reading and analysis of the assigned primary source.

Course Objectives:

1) To introduce the most important themes, events, individuals in the study of Arab and Islamic societies, cultures and thought.

2) To provide an interdisciplinary overview of the trajectory of Arab and Islamic civilizations from the rise of Islam through its transformation into a world civilization and into the modern period.

3) To analyze primary and secondary sources and draw conclusions.

4) To introduce students to some of the challenges, debates and themes in the field.

5) To provide students the tools to research and present on a topic in the field.

Foreign Language Alternative Syllabus Statement
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Assignments and Grading:
Exams: There will be two exams during the term each worth 10% of your final grade for a total of 20% of your final grade.

Response Papers and Discussion Sections:
Over the course of the semester you will write five short responses assigned primary sources. This will be submitted the day on which the reading is assigned. You will present the class with relevant context on the source and engage in leading the discussion. Each response paper and discussion section will be worth 10% of your final grade for a total of 50%.

Final Presentation:
You will research a topic of your choosing and present your findings to the class at the end of the semester. This will be worth 15% of your final grade.

Attendance and Participation:
Your attendance and participation is worth 15% of your grade. Three unexcused absences will result in the loss of all your attendance and participation points.

Campus Resources

- Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Information Literacy

- Use appropriate tools and search strategies for identifying particular types of information specific to the discipline
- Evaluate the relevance, quality, and appropriateness of different sources of information
- Recognize and classify the information contained within a bibliographic citation
- Access and use information ethically and legally

Integrative Learning

- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts
- Make connections across disciplines and/or relevant experiences

Center for Student Learning’s (CSL)
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services, please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

**Disability Services**

- The College will make reasonable accommodations for persons with documented disabilities. Students should apply 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.
- If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours.
- Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Class Schedule

**Week One**

**Wednesday 26 August**
Introduction to the course, and the Study of Islam and the Arab World.

**Friday 28 August**

**Week Two**

**Monday 31 August**
Knysh, Chapter Two, “Muhammad and the Beginnings of Islam: The Making of the Muslim Community,” 18-24

**Wednesday 2 September**
Knysh, “Muhammad in Medina,” 24-35.
“Muhammad as a Statesman: The Constitution of Medina,” and “Muhammad’s End” in Rippin’s Textual Sources for the Study of Islam, 80-85.

**Friday 4 September**
**Week Three**

Monday 7 September
Knysh, Chapter Four: “The Murder of Uthman, the Fitna Wars,” 48-61

Wednesday 9 September
Knysh,”The First Dynasty of Islam: The Rise and Consolidation of the Ummayyad Dynasty,” 61-68.

Friday 11 September
Knysh, Chapter Eight, “The ‘Abbasid Revolution and Beyond,” 109-121

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**Week Four**

Monday 14 September
Primary Source: Selected readings from the Qur’an

Wednesday 16 September
Interpreting the Qur’an: Entry on *Tafsir* from the Encyclopedia of Islam.
Primary Source: Selections of Exegetical literature

Friday 18 September
Knysh, Chapter Six: “ The Prophetic Hadith and Sunna and the Emergence of the Shari’a,” 86-97.

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**Week Six**

Monday 21 September
First Exam

Wednesday 23 September
Hillenbrand, Chapter Four: “Faith,” 89-105.

**Friday 25 September**
Hillenbrand, Chapter Five: “Law,” 114-137.
Primary Sources: al-Nawawi, "On the Grades and Ranks of Muftis," 261-265; "Fatwas," 266-270

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**Week Seven**

**Monday 28 September**
Knysh, Chapter Ten: “Islamic Scholarship Under the Abbasids: Theological Debates and schools of Thought,” 139-158.
Hasan al-Basri on Free Will and Predestination,” 115-121. Both sources are in Calder’s *Classical Islam: A Source Book of Religious literature*.

**Wednesday 30 September**

**Friday 2 October**

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**Week Eight**

**Monday 5 October**

**Wednesday 7 October**

**Friday 9 October**

**Week Nine**
**Monday 12 October**
Shepard, Chapter Twenty One, “Three Cultural Flashpoints: Gender, Democracy and Human rights,” 322-335.

**Wednesday 14 October**
Chapter Twenty, “Islam and the West,” 351-374.
Primary Source:
Usmah Ibn Munqidh, *Autobiography*, Excerpts on the Franks
http://legacy.fordham.edu/halsall/source/usamah2.asp

**Friday 16 October**
Exam Two

**Week Ten**
**Monday 19 October**
NO CLASS

**Wednesday 21 October**
Shepard, Chapter Fifteen: “Modern Challenges: Western imperialism and Muslim Response,”229-252.
Friday 23 October
Primary Source: Halisi Edib Adivar, “Turkey Faces West” In Kurzman’s Modernist Islam, 215-219

Week Eleven

Monday 26 October
Shepard, Chapter 17, “Ideology and Politics in Egypt: Between Secularism and Islamism,” 270-283

Primary Source: Sayyid Qutb, “Sign Posts on the Road,” in Zaman, Princeton Readings in Islamists Thought, 136-144

Wednesday 28 October
Shepard, Chapter Eighteen: “Ideology and Politics in Iran from Secularism to Islamic republic” 288-300.


Friday 30 October
Shepard, Chapter Nineteen “Ideology and Politics in Indonesia: Islamic Society or Islamic State?” 306-316.
Primary Source: “Question and Answer,” in In Kurzman’s Modernist Islam, 360-364.

Week Twelve

Monday 2 November
David Robinson, Muslim Societies in African History, 27-42.

Wednesday 4 November
Islam and the Indian Subcontinent
Readings: TBD

Friday 6 November
Visit Mosque for Friday Service

Week Thirteen

Monday 9 November
Shepard, “Muslim Diaspora in the West,” 331-341.
Primary Source: Michael Knight’s film the Taqwa Cores

Wednesday 11 November:
Primary Source: TBD

Friday 13 November
Primary Source: TBD

Week Fourteen

Monday 16 November
Primary Source: TBD

Wednesday 18 November
Yacubian Building

Friday 20 November
Yacubian building

Monday 23 November
Yacubian Building

Thanksgiving Holiday

Monday 30 November

Week Sixteen
WORK IN CLASS ON PRESENTATIONS

Wednesday 2 December
Presentations

Friday 4 December
Presentations

Week Seventeen

Monday 7 December (Last Day of Class)
Presentations
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Asian Studies

Course Acronym, Number, and Title: LTAR 350: Arabic Literature in Translation

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

X   3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The course introduces students to selected works by an Arabic author whose influence is felt in the world at large. 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. For the sample syllabus, students will read and discuss representative works by Arab women. These works include fiction, autobiography, poetry, and treatises of social change.
Syllabus LTAR 350  
Arabic Literature in (English) Translation [3 credits]  
Asian Studies/International and Intercultural Studies  
College of Charleston  
Counts toward Women’s and Gender Studies Minor and Major  
Counts toward Comparative Literature Minor

Instructor:  
Office:  
Office hours:  
Telephone:  
Email:

Course Description:  
Study of selected works by an Arabic author whose influence is felt in the world at large.

Sample Topic:  
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.

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.

Foreign Language Alternative (FLA) Syllabus Statement  
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

FLA Program Learning Outcome 3  
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.
No prerequisites. All readings are in English.

Required Texts:

Recommended additional reading:

General Education Student Learning Outcomes
Outcome 1: Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
Outcome 2: Students examine relevant source materials as understood by the discipline and interpret the material in writing assignments and oral presentations.

These outcomes will be assessed with the Final Paper.

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 ten-page Final 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

Grade
Participation 20%
Weekly Assignments – on time 20%
Paper 1 15%
Final Paper 25%
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.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Reading Assignment</th>
<th>Written Assignment</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>2</td>
<td>16 jan</td>
<td>Martin Luther King Day, no class.</td>
<td>R2</td>
</tr>
<tr>
<td></td>
<td>18 jan</td>
<td>War, Family, Religion. Booth, handout: stories.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>23 jan</td>
<td>Literary criticism. Develop your own framework of analysis.</td>
<td>R3</td>
</tr>
<tr>
<td></td>
<td>25 jan</td>
<td>Journal articles and book reviews online.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30 jan</td>
<td>Stories discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 feb</td>
<td>Stories discussion.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6 feb</td>
<td>First feminists: Public voices in historical context. Badran and cooke, 215-278.</td>
<td>R4=Argument Summary, Paper 1 Oral Pres 1</td>
</tr>
<tr>
<td></td>
<td>8 feb</td>
<td>[The blog as literature, 'Arab Spring,' online.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 feb</td>
<td>Women's rights movements</td>
<td>Oral Pres 1</td>
</tr>
<tr>
<td></td>
<td>15 feb</td>
<td>Badran and cooke, 304-365. [The blog as literature, respond to a blog.]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autobiography: Tuqan, Mountainous Journey, 1-44.</td>
<td>R5=Paper Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuqan, Mountainous Journey, 45-93.</td>
<td>Paper 1 due.</td>
</tr>
</tbody>
</table>

Page 4 of 5
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>20 feb</td>
<td>Tuqan, 93-137.</td>
<td>R6</td>
</tr>
<tr>
<td></td>
<td>22 feb</td>
<td>Tuqan, 137-174.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>27 feb</td>
<td>Tuqan, 176-191; the poems, 206-241.</td>
<td>R7 and Optional:</td>
</tr>
<tr>
<td>9</td>
<td>5 mar</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 mar</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 apr</td>
<td>Barakat, <em>Tiller of Waters</em>, 132-192</td>
<td>R9</td>
</tr>
<tr>
<td>14</td>
<td>9 apr</td>
<td>Early Islamic Era Poetry. Handouts: `Abbasid and Umayyad eras: Maysoun et al.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 apr</td>
<td>Early Islamic Era Poetry. Handouts: Shurat: Mulayka, Umm Hakim, Jamra</td>
<td>R10</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td></td>
<td>18 apr</td>
<td>Pre-Islamic poetry: Khansaa’, handouts.</td>
<td>Final Paper due.</td>
</tr>
<tr>
<td>16</td>
<td>23 apr</td>
<td>Oral Pres. Last class! Keep in touch! :)</td>
<td>Oral Pres 2</td>
</tr>
</tbody>
</table>
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Political Science

Courses Covered by Signatures (please list all by acronym and number):

POLI 103 World Politics
POLI 104 [redacted]
POLI 240 Intro to Comparative Politics
POLI 260 IR Theory
POLI 265 International Political Economy
POLI 340 Pol of Latin America
POLI 342 Pol of Africa
POLI 343 Pol of East Asia

Signatures:

[Signature]
Department Chair/Program Director
Date: 3/4/16

[Signature]
Dean
Date: 3/4/16

[Signature]
Faculty Coordinator for General Education
Date: 3/23/16

[Signature]
Chair, General Education Committee
Date: 3/23/16
Department: Political Science
Course Acronym, Number, and Title: POLI 344 Politics of the Middle East
Category (Check only ONE )
   1 The Role of Language in Culture
   2 Global and Cultural Awareness
   3 Regions of the World
   
1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

   Course includes learning outcome that students gain an informed perspective on the Middle East: politics, economics, culture, and society

   Assignment: research paper
Politics of the Middle East

Course Objectives

For more than four years, the Middle East has experienced an extraordinary period of upheaval and transition. What many in the West have come to call the “Arab Spring” (but what people of the region have preferred 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, Libya and Yemen, violent political standoffs between regimes and populations in countries as diverse as Syria and Bahrain and portions of the region that seem quiet but are not unaffected by events. As some states have tried to move on from the protests to create new political processes and structures (from “revolution” to “reform”), other systems and elites have doggedly resisted the impulses for change, prompting observers to suggest the period following turmoil has been far less inspiring than the hopes which spawned it and that these aftermaths share more with the preceding period than some might have originally anticipated. Why have these events arisen (and why did they seemingly catch so many, policymakers and regional specialists aike, by surprise)? How do the events in these different countries compare? What do they share in terms of similarities and differences? 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, although when thinking about the recent events in the region, attempts to differentiate dynamics in various states will be part of the task. Though historical information will be provided, emphasis will be placed on the post-World War II period. Overall, the discussion will be topical and conceptual, not chronological, and it will culminate with an analytical exploration of the region’s contemporary 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 social 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 regional prospects for freedom; 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 later during deliberations over the contemporary Israeli-Palestinian conflict.
Foreign Language Alternative

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (POLI program learning outcome 3).

Learning Outcomes and Skills This Course Will Seek to Improve

This course contains several learning outcomes and objectives. In conjunction with the program outcomes of the Political Science Department, upon completion of the course, you will contextualize and analyze artifacts, practices, and perspectives from the cultures of the Middle East. This means in part that after having taken this course, you will have a demonstrably 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:

** contextualizing and analyzing artifacts, practices and perspectives from the cultures of the Middle East (through the comparative research paper assignment)

** 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, stages of the comparative research paper assignment, exam essays);

** effective, concise writing and development of critical analysis (through exam essays and stages of the comparative research paper assignment);

** applying theories and concepts to new situations (through class discussions, stages of the comparative research paper assignment and class exams);

** research, including literature reviews and testing of specific propositions (through stages of the comparative research paper assignment);

** comprehending the views of others and articulating, defending one’s own position (through class readings, discussions and stages of the comparative research paper assignment).

Intended Long-Term Impact of the Course

Beyond helping you learn about the Middle East, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees “are very good at finding information but not as good at putting it into context ... they are really good at technology, but not at how to take those skills and resolve specific problems” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills,
adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills”—those who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said “soft skills tend to differentiate good college graduates from exceptional college graduates”.

This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many underutilized resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at http://careercenter.cofc.edu, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

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 most 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. You must read to succeed.

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 challenge, 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, 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 five 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 deducted 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 throughout the 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 — 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 staged research paper assignment, two term examinations and a cumulative final exam. Term examinations will be composed of three types of questions: identification of key terms and short answer questions (for the in-class portion) and a take home essay. All 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 questions. Guidelines for the stages of the research paper assignment will be distributed in a separate handout and explanations and examples of different stages of the research and writing process will be shared in class as well.

Grading will be based on the following distribution of credit:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>First term exam (in-class and take home essay)</td>
<td>10%</td>
</tr>
<tr>
<td>Second term exam (in-class and take home essay)</td>
<td>15%</td>
</tr>
<tr>
<td>Comparative research paper assignment</td>
<td>45%</td>
</tr>
<tr>
<td>Research proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Literature review</td>
<td>5%</td>
</tr>
<tr>
<td>Detailed outline</td>
<td>5%</td>
</tr>
<tr>
<td>Rough draft</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

A numerical and literal translation of grades assigned is as follows:

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

Michele Penner Angrist, ed. Politics and Society in the Contemporary Middle East 2nd edition (Boulder: Lynne Rienner Publishers, 2013)


Nathan Brown, When Victory is Not an Option (Ithaca: Cornell University Press, 2012)

David McMurray and Amanda Ufheil-Somers, eds. The Arab Revolts (Bloomington: Indiana University Press, 2013)

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
-- The Wall Street Journal
-- The Financial Times

**Journals**

-- Middle East Journal
-- Middle East Studies
-- Middle East Quarterly
-- Middle East Policy
-- Middle East Review of Int. Affairs
-- Middle East Affairs
-- Middle East Critique
-- Journal of North African Studies
-- Arab Studies Journal
-- Israeli Affairs
-- Israel Studies
-- International Journal of Middle East Studies
-- Journal of Palestine Studies
-- Middle East Report
-- Journal of South Asian and Middle Eastern Studies
-- Mediterranean Quarterly

**TV/Radio**

-- National News (ABC, CBS, NBC, CNN, FOX)
-- Nightline (ABC)
-- The PBS Newshour (PBS)
-- Fox News Sunday (FOX)
-- Fareed Zakaria GPS (CNN)
-- 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)
-- Wide Angle (PBS)
-- The World (BBC/PRI)

**Websites (with scholarly material)**

Council on Foreign Relations [www.cfr.org](http://www.cfr.org)

Carnegie Endowment [www.carnegieendowment.org](http://www.carnegieendowment.org)

Center for Strategic and International Studies [www.csis.org](http://www.csis.org)

U.S. Institute for Peace [www.usip.org](http://www.usip.org)
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 research 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 and articles 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 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 writing assignments. 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 any better. There is an unstated (and faulty) assumption among many students that we should only read pieces 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 comparative research paper assignments in stages 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 start writing your assignment. This is the time when you should be finding out about what it is you intend to write on, 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 narrative 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 you allow yourself to create, rethink and rewrite, the stronger your 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, February 9</td>
<td>Comparative research paper proposals due (4:30 in my office)</td>
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<tr>
<td>Monday, February 16</td>
<td>First in-class term exam</td>
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<tr>
<td>Monday, February 23</td>
<td>First term exam take home essay due (4:30 in my office)</td>
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<tr>
<td>Friday, February 27</td>
<td>Comparative research paper literature reviews due (4:30 in my office)</td>
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<tr>
<td>Friday, March 20</td>
<td>Comparative research paper outlines due (4:30 in my office)</td>
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<tr>
<td>Friday, March 27</td>
<td>Second in-class term exam</td>
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<tr>
<td>Friday, April 3</td>
<td>Second term exam take home essay due (4:30 in my office)</td>
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<tr>
<td>Monday, April 6</td>
<td>Comparative research paper rough drafts due (4:30 in my office)</td>
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<tr>
<td>Tuesday, April 28</td>
<td>Comparative research paper final versions due (4:30 in my office)</td>
</tr>
<tr>
<td>Monday, May 4</td>
<td>Cumulative 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. If you are interested in obtaining more background on particular topics for your own intellectual curiosity – now or in the future – some suggested further readings have been included under each course heading. These are not required for the class and you will not be expected to have accessed any of them – they are simply there for you to consult as you desire.

(*) denotes reading located on course OAKS page

I. (January 12–14) Course Introduction – This portion of the course provides a broad overview of the region and begins to compare the popular images of the region with the realities that prevail. It also starts to introduce material related to the dramatic shifts underway in the region that “began” in December 2010.

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? How do people of the region identify with one another? 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 2010-2011? What are some of the factors that people are now starting to focus on as potential causal or contributing factors to the regional upheaval? What specifically does Bayat regard as the ideological content of the revolutions? What did scholars assume about the region and its politics that must be rethought in the wake of the 2010-2011 events?

Key concepts: durable authoritarianism, pan-Arabism, “Arab Spring”, ruling bargains, revolution, refo-lutions

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

Readings: Angrist in Angrist, pp. 1-29;
(*) F. Gregory Gause, “Why Middle East Studies Missed the Arab Spring: the Myth of Authoritarian Stability” Foreign Affairs 90 (July/August 2011), pp. 81-90;

Further Reading: There are any number of basic texts and introductions to the region that you can consult if you are interested. One wide-ranging work on the Arab world by an author who has directed Arabic language training for the United States Foreign Service that contains practical cultural as well as political information is Margaret Nydall, Understanding Arabs: A Contemporary Guide to Arab Society 5th edition (New York: Nicholas Brealey Publishing, 2012); another is Donna Lee Bowen and Evelyn Early, eds. Everyday Life in the Muslim Middle East 2nd edition (Bloomington: Indiana University Press, 2002).
II. (January 16) Where Is the Middle East? – While people assume they know what part of the world is being discussed when the term "Middle East" is invoked, in reality the existence and boundaries of any such region are quite vigorously debated and contested among peoples in the region and scholars of the region. This course component begins to explore the conceptions of a “Middle East” region, its origins, evolution and relationship with other world regions like Central Asia, South Asia and Southern Europe. It also introduces a number of spatial and temporal elements of the area, including its demography, languages, cultures and geostrategic importance.

Key questions: Where did the term "Middle East" come from? How is it distinguished from “Near East”, “Southwest Asia” and “Far East”? Where is the geographers’ Middle East? Is the Middle East a region? Why have different maps and atlases identified a place called the Middle East so differently? 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 growth rates? How have nationalist 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?

Key terms: region, regional geography, cultural regions, Arabs, Muslims, Mashriq (Levant), Maghreb, Northern Tier, the Nile River, the Euphrates and Tigris Rivers, the Shatt al Arab, Alfar 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


Further Reading: In addition to Bonine, Amanat and Gasper’s edited volume, Dan Smith’s The State of the Middle East: An Atlas of Conflict and Resolution, updated edition (Berkeley: University of California Press, 2008) provides a broad geographic overview of the region, although in keeping with the theme of this course component, Smith does not consider states like Turkey or Sudan to be a part of the region and therefore leaves them out of his short topical narratives. Colbert Held and John Thomas Cummings Middle East Patterns: Places, Peoples and Politics 6th edition (Boulder: Westview Press, 2014) offers biophysical, ethnographic, economic and geopolitical insights into the region broadly and has chapters that focus on particular states as well.

Monday, January 19 – Martin Luther King Jr. Day (no class – consider engaging in service)

III. (January 21-23) Classical Islam – Although Islam is not the religion of all the region’s peoples, it plays an increasingly important role in the politics and culture for all in the area today. Moreover, its core beliefs are quite familiar to the adherents of many other monotheistic faiths and its emergence is deeply intertwined with Judaism and Christianity in particular. This course component seeks to introduce you to the fundamentals of Islam and allows you to see how the initial evolution of the faith was deeply connected to the politics and economics of the day.

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, almsgiving, pilgrimage, jihad, martyrdom, occultation, shari’a, caliphate

Key terms: Mecca (Yathrib), Medina, Muhammad, hijra, ummah, caliph, imam, Hajj, Ramadan, Rightly Guided Caliphs, Ali, Kharjites, Umayyads, Karbala, Ashura, Sunnis, Shi’ites, Husayn, Mu’awiyah, shari’a, Qur’an, sunnah, Druze, Alawites, Sufism


Further Reading: The number of books in English on the origins and fundamentals of Islam has proliferated over the past decade or more, especially in the wake of the September 11 attacks. Any work authored by John Esposito is worthy of consideration – he is one of the country’s foremost authorities on Islam and he has written many books, as well as edited a multi-volume encyclopedia on Islam published by Oxford University Press. Other recent important surveys of the evolution of Islam include work by Karen Armstrong – Islam: A Short History (New York: Modern Library, 2000) and Akbar Ahmed Discovering Islam: Making Sense of Muslim History and Society revised edition (New York: Routledge, 2003). Biographies of Muhammad include work by Karen Armstrong, Muhammad: A Prophet for Our Time (New York: Harper Collins, 2006) and Maxime Rodinson, Muhammad (New York: New Press, 2002).

IV. (January 26-28) Religion, Society and Politics – Relatively soon after Muhammad’s return to Mecca, the Islamic community began to grow rapidly and it eventually controlled a swath of territory extending from portions of the Iberian Peninsula to beyond the borders of what is today Iran. In particular, the Umayyad and Abbasid dynasties of this period are not only historically important, but elements of their times still resonate in the politics of the region today. This course module examines the spread of Islam and the politics of this dynamic, as well as the elements of this history that remain in the forefront of Middle Eastern Islamic politics today.

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? What is specifically significant about the Abbasid caliphate? How did it evolve? To what extent is that legacy visible in the region today? 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, Mu’awiyah, Yazid, Ottomans, caliphate, Damascus, Samuel Huntington, clash of civilizations, jihad, “soft power”, democratization, Crusades, Jerusalem, Mongols, Safavids, Ottoman Empire, first and second fitnahs, Sasanian Empire


Further Reading: The growth in popular interest about Islam overall has spurred renewed attention to the dynastic periods of the religion. The recent work of Hugh Kennedy – When Baghdad Ruled the Muslim World: The Rise and Fall of Islam’s Greatest Dynasty (New York: Da Capo Press, 2004; and The Great Arab Conquests: How the Spread of Islam Changed the World We Live In (New York: Da Capo Press, 2007) is both scholarly sound and readily accessible. Another useful work of this time period (which you are reading an excerpt of) is Amira Bennison, The Great Caliphs: The Golden Age of the Abbasid Empire (New Haven: Yale University Press, 2009). Although it receives less direct treatment in this component of the course, work on the Ottoman Empire is certainly relevant to this module as well. Key recent resources on this topic.

V. *January 30-February 6* Modernization and Political Development – The Case of Iran – the quest to become “modern” was one that gripped the region for some time in the wake of the world wars and the emergence of oil as a critical resource fueling the industrial age. This portion of the course examines the political and scholarly controversies surrounding the concept of “modernization” and illustrates many of the issues raised through an investigation of the Iranian experience from the end of World War I to the present.

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) 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? Who is Hassan Rouhani and why did he win the 2013 presidential election in Iran? What effects has this had on Iran’s political development? What are the central tenets of Iran’s reform movement? Why has this movement proved so resilient in the force of significant systemic challenges? What are its future prospects?

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


Readings: Keshavarzian in Angrist, pp. 251-283;

Monday, February 9 – Comparative Research Paper Proposals due (by 4:30 in my office)

VI. (February 9-13) Political Ideology and the Middle East – The Cases of Israel, Egypt and Syria – the period following World War I brought a great deal of soul searching to the region and resulted in the emergence of a number of ideological movements that would seek to guide portions of the region’s politics and structure its decision-making institutions and processes as states gained their independence. This course module investigates three of the most important ideological directions of the time period and illustrates their evolution and lasting impacts on the politics of the area.

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’athism 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, authenticity

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: El-Ghobashy in Angrist, pp. 33-51; Lawson in Angrist, pp. 445-471;

Monday, February 16 – First Term Exam

VII. (February 18-27) Primordial Groups and the Genes of Politics – The Case of Lebanon – repeated assertions that politics in the Middle East are “different” from the west because they are characterized by the dynamics of family, clan and tribe are vastly overstated – there are not as many differences as the west may imagine. Nonetheless, the importance of non-associational, sectarian and primordial politics is vital to appreciating many of the dynamics of the region, even if one is careful not to overstate their uniqueness (or inevitability) to the area. Here, the critical elements of primordial politics are illustrated through the experience of Lebanon and its civil war – and the hazards of failing to appreciate the nature of such political dynamics (and also overemphasizing them) are underscored.

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 does this 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 zu’am system in Lebanon? How did it arise? What did it assume about the politics and demographics of Lebanon? When these assumptions prove 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 zu’am 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? How do service provisions affect electoral processes in post-civil war Lebanon? What was the Cedar revolution and why did it fail to attain its goals despite so many favorable conditions prevailing in Lebanese society?

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, vote trafficking, path dependency

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Key terms: vertical vs. horizontal stratification, zu'am system, za'im, Ahmed Bay al-Asad, Lebanese National Pact, Maronite Christians, Ta'if Accord, Rafik Hariri, Emile Lahoud, Hezbollah, Fouad Siniora, Shaykh Hassan Nasrallah, March 8 coalition, March 14 alliance, Future Movement, electoral game, regime game, in-group, out-group, Cedar revolution, alternative non-governmental organizations (NGOs)


Monday, February 23 – First Term Exam Take Home Essay due (by 4:30 in my office)

Friday, February 27 – Comparative Research Paper Literature Reviews due (by 4:30 in my office)

March 2-6 – Spring Break (no classes)

VIII. (March 9-11) Patrimonialism and the Politics of Regime Change – The Cases of Iraq, Syria and Algeria – the enduring nature of leadership in the region, particularly since the 1970’s, has been a topic of much scholarly debate, particularly given the “weak” nature of so many of the region’s states. This component of the course looks at the nature of leadership in the contemporary period and examines the question of “durable authoritarianism” anew in light of ongoing regional leadership changes occurring in Iraq, Syria and Algeria.

Key questions: What were the key sources of Muhammad’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 oust 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-Asad as president? How stable is leadership in Algeria today? How has it evolved since independence? What lessons does Algeria hold for assessing the power of patrimonialism in the region today?

Key concepts: patrimonialism, charisma, power, legitimacy, “Middle East Madman”, hereditary succession, personalism, sulha, gumlakiya, durable authoritarianism, dynastic republicanism, monarchical presidencies, postcolonial legitimacy


Readings: Lawson in Angrist, pp. 285-306;
Zoubir in Angrist, pp. 189-215;
(*) Joshua Stacher, “Reinterpreting Authoritarian Power: Syria’s Hereditary Succession” Middle East Journal 65 (Spring 2011), pp. 197-212;
(*) Muriam Haleh Davis and Thomas Serres, “Political Contestation in Algeria: Between Postcolonial Legacies and the Arab Spring” Middle East Critique 22 (Summer 2013), pp. 99-112.


IX. March 13-18) The Rise of the Rentier State – The Cases of Kuwait, the UAE and Qatar – the concept of the rentier state was one that emerged partly to describe the seemingly enduring qualities of the oil producing states in the region – it later came to also be applied to some of the non-oil producing states that seemed to exhibit similar characteristics using other, more modest forms of “rent”. This portion of the course examines the make-up and evolution of so-called rentier states using the examples of some of the small oil and gas producing states of the region. It also explores the limitations of such a label for the political and economic dynamics underway in these places today.
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? How are these structural conditions connected to citizenship and ideas of belonging in these states? 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, citizenship, inclusion/exclusion

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

Readings: Moore in Angrist, pp. 75-97;
Herb in Angrist, pp. 359-391;
(*) Zahra Babar, “The Cost of Belonging: Citizenship Construction in the State of Qatar” Middle East Journal 68 (Summer 2014), pp. 403-420;
(*) Martin Hvidt, “Economic and Institutional Reforms in the Arab Gulf Countries” Middle East Journal 65 (Winter 2011), pp. 85-102;
(*) Adeel Malik and Bassem Awadallah, “The Economies of the Arab Spring” World Development 45 (May 2013), pp. 296-313.


Friday, March 20 – Comparative Research Paper Outlines due (by 4:30 in my office)
X. (March 20-25) Economic Reform and the Middle East – The Case of Saudi Arabia – the so-called “rentier” states are often characterized as resistant to economic reform, and particularly to processes of economic liberalization that have been pushed on the region in the advent of “globalization”. Here, the dynamics of economic change – and their political ramifications – are explored, using the case of Saudi Arabia to illustrate the effects.

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? How 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, globalization, 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, inflations, structural adjustment, International Monetary Fund (IMF), World Bank, “Abd al’Aziz, fiefdoms, Aramco, SAM, Faisel, 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

Readings:

Okruhlik in Angrist, pp. 417-443;


**Friday, March 27 — Second Term Exam**

**Friday, April 3 — Second Term Exam Take Home Essay due (by 4:30 in my office)**

**Monday, April 6 — Rough Draft of Comparative Research Paper due (by 4:30 in my office)**

**XI. (March 30-April 8) The Geography of the Israeli-Palestinian Conflict — no single conflict has more defined (or arguably influenced) the politics of the region than the conflict between Israel and the Arab states. Over time, this conflict has evolved to be far less central to the dynamics of many of the region’s states and has become more and more a struggle between Israeli and Palestinian peoples. Geography is central to the contemporary conflict and this examination of the differences separating Israelis and Palestinians will emphasize the contributions geography as a discipline can make to understanding.**

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 specifically are they intertwined in the structure and evolution of the Israeli occupation of the West Bank and Gaza Strip? What is the practical and symbolic significance of the West Bank separation wall for Israelis and Palestinians? How do these aspects of the wall play out in the confines of East Jerusalem? 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? How is the Israeli-Palestinian conflict being reassessed by scholars today? What are the cases for a one-state solution vs. a two-state solution? Why are many more pessimistic outlooks on resolving the conflict being advanced among both Israelis and Palestinians and how does geography potentially inform these assessments?

Key concepts: national identity, land for peace, enclavisation, separation, two-state solution, one-state solution, naturalization, bifurcation, lawfare, Heisenberg uncertainty principle, convergence, interspersed nation state

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, intifāda, Sephardic vs. Ashkenazi Jews, Roadmap for Peace, Unified National Leadership of the Uprising (UNLV), Marwan Barghouti, Annapolis Conference, Ehud Olmert, Beirut Summit Declaration, Ariel Sharon, treescaping, Article 78 of the Ottoman Land Code, legibility, legal visualization, Allon Plan (1967), Droobless Plan (1978), Operation Cast Lead, hilltop youth, price tag doctrine

**Readings:**


Dowty in Angrist, pp. 307-334;

Brown in Angrist, pp. 393-415;
(*) Neve Gordon, “From Colonization to Separation: Exploring the Structure of Israel’s Occupation” Third World Quarterly 29 (February 2008), pp. 25-44;


(*) Ilan Troen and Shay Robineau, “Competing Concepts of Land in Eretz Israel” Israel Studies 19 (Summer 2014), pp. 162-186;

(*) Irus Braverman, “The Tree is the Enemy Soldier” in Planted Flags: Trees, Land and Law in Israel/Palestine (New York: Cambridge University Press, 2009), pp. 163-199;


(*) Inn Lustick, Yousef Munayyer, Jeremy Ben-Ali and Ahmad Samih Khalidi, “Two States or One? The Future of Israelis and Palestinians” Middle East Policy 20 (Winter 2013), pp. 1-28;


Further Reading: As vast as the literature is on aspects of Israel’s conflict with the Arabs and the Palestinians specifically, relatively little of that literature can be considered problem-free. Historical accounts are often tinged with the personal biases of their authors – and while having these judgments in such works is not always a detriment, it always bears watching. Solid historical works on the conflict’s scope and span include Mark Tessler, A History of the Israeli-Palestinian Conflict 2nd edition (Bloomington, IN: Indiana University Press, 2010); David Lesch The Arab-Israeli Conflict: A History (New York: Oxford University Press, 2008); Charles D. Smith, Palestine and the Arab-Israeli Conflict: A History with Documents 7th edition (New York: Bedford/St. Martin’s, 2009) and Alan Dowty, Israel Palestine 3rd edition (Cambridge: Polity Press, 2012). There are any number of particular aspects of this conflict that have sub-literatures attached to this history – the bibliographies in these works can be a good initial guide to exploring those conflict offshoots.

Friday, April 3 – Second Term Exam Take Home Essay due (by 4:30 in my office)

Monday, April 6 – Rough Draft of Comparative Research Paper due (by 4:30 in my office)

XII. (April 10-15) The Politics of Islam – Egypt, Jordan, Kuwait, Palestine and Turkey – While the role of Islam in politics has been a focus (some might say an obsession) of the region and those who comment on it over the last thirty years, how Islamist actors have behaved in the region’s politics (and why) remains less well understood and appreciated. This course module seeks to empirically and critically examine how operating in regional politics has shaped Islamic movements and how Islamic actors today are affecting politics in Egyptian, Kuwaiti, Jordanian, Palestinian and Turkish contexts.

Key questions: How has politics changed Islamic movements in Egypt, Jordan, Kuwait and Palestine? What have been the political priorities of Islamist organizations in the region historically? How have such movements been politicized? What is theoretically and practically difficult about Islamist politicization in semi-authoritarian states? How have specific Islamist movements confronted these difficulties? To what ends politically and organizationally? How have Islamist movements been used by regimes? What have Islamist movements learned from the experiences of others? What have Islamist movements learned from the Egyptian experience? How have movements in Jordan, Kuwait and Palestine implemented and altered the Egyptian model? What key characteristics define Islamist politics ideologically and organizational in the region? What are the organizational and ideological effects of
political participation on Islamist organizations and the political systems they operate in? What is the "Turkish model" and how has that influenced debates over the role of Islam in the region? How have matters evolved over the last several years in Turkey and what has this changed about the idea of a "Turkish model"? How does all this influence how Arab political systems are today ... and how they might be? Why is victory perhaps still not an option?

Key concepts: semi-authoritarianism, victory avoidance, Social Democratic model, Christian Democratic model, nondomination, inclusion-moderation thesis, politicization, Muslim Brotherhood model, Turkish model, Muslim nationalism

Key terms: Hasan al-Banna, boycott strategy, cross-ideological alliances, Hamas, Hizb al-Wasat, Salafi movements, Islamic Action Front, Sayyid Qutb, Hadas, Recep Tayyip Erdogan, Justice and Development Party (AKP)

Reading:
- Schwedler in Angrist, pp. 121-143;
- Brown, Shahin and Stacher in Angrist, pp. 217-249;
- Ryan in Angrist, pp. 335-358;
- Patton in Angrist, pp. 472-499;
- Aslan, pp. 225-292;
- Brown. When Victory is Not an Option (all);


XIII. (April 17-24) The Arab Awakenings – Tunisia, Egypt, Yemen, Syria and Bahrain – The politics of the region seemed to take a dramatic turn toward unexpected change when protests in rural Tunisia quickly resulted in the departure of Zine el-Abidine Ben Ali and the start of regime change in Tunisia. Within weeks, a long-standing leader in Cairo had been pushed aside and soon political change was emerging in places as far apart as Tripoli and Sanaa. Once change occurred in these parts of the region, the assumption of some was that the contagion effects would result in protests throughout the Arab world (and beyond) that would sweep out any number of autocrats. Protests came to places like Dar’a in Syria and Manama in Bahrain but they evolved into something quite different and foreboding – and change did not automatically accompany popular pressure in other places that were seen as potentially "ripe" for revolution. This section of the course examines factors that have differentiated both the coming of popular unrest and the consequences of protests when they have emerged. It also begins to look at a bit more closely at what accounts for the relative quiet present in many monarchies and their relative success at suppressing public unrest when it has emerged, as well as the aspirations of Islamic political parties present in some of these different
Key questions: What were the common underlying conditions the region shared that contributed to the different uprisings? What were the intellectual roots of the uprisings? How has poetry, music and street art played a role in catalyzing events since 2010? What were the aims of the citizen revolts? Why are the answers to these questions still so hotly contested? Why was Libya left out of the mix of insurrections under study? What was the backdrop to Tunisia’s revolt? How had the Tunisian population protested prior to Bouazizi’s self-immolation? How have the country’s politics evolved since Ben Ali’s abdication? How do these background events compare with the Egyptian experience? What role have traditional movements – secular and religious – played in Egypt’s dynamic? How has the Egyptian “deep state” responded to political change in the country? What was the nature of Yemen’s existential crisis? How have the multiple challenges facing Yemen influenced the direction of political change in the country? What accounts for the resilience of the Syrian regime in the three-year civil war? What awoke the population in Bahrain? How has the regime responded? Why have changes proven so difficult to achieve and sustain in these settings?

Key concepts: deep state, structural adjustment, trickle-down development, collective action, Al-Jazeera effect, social media, revolution


Reading: McMurray and Ufheil-Somers, The Arab Revolts (all);
(*) Sean Foley, “When Life Imitates Art: The Arab Spring, the Middle East and the Modern World” Alternatives: A Turkish Journal of International Relations 12 (Fall 2013), pp. 32-46;
(*) Matthew Costello, J. Craig Jenkins and Hassan Aly, “Bread, Justice or Opportunity: The Determinants of the Arab Awakening Protests” World Development 67 (March 2015), pp. 90-100;

Further Reading: Given the contemporary nature of events underway in the region, the literature on this set of regional events is still developing. Most of the best work is still emerging in scholarly journals but there is a sample of published book length narratives which merit mentioning. Marc Lynch’s The Arab Uprisings: The Unfinished Revolutions of the New Middle East (New York: Public Affairs, 2012) and Lin Noueihe and Alex Warren, The Battle for the Arab Spring: Revolution, Counter-Revolution and the Making of a New Era (New Haven: Yale University Press, 2012) were the best early efforts to chronicle and understand what had been underway in the region. More recently, Mark Haas and David Lesch, The Arab Spring: Change and Resistance in the Middle East (Boulder: Westview Press, 2013) and Rex Brynen, Pete Moore, Bassel Salloukh and Marie Joëlle Zahar, Beyond the Arab Spring: Authoritarianism and Democratization in the Arab World (Boulder: Lynne Rienner Publishers, 2012) seek to place the political unrest in larger contexts. Some voices from the insurrections have been collected in Layla al-Zubaidi, Matthew Cassel and Nemonic Craves Roderick, eds. Diaries from an Unfinished Revolution: Voices from Tunisia to Damascus (New York: Penguin, 2013). Although the outcome of these events is far from certain, some new assessments are already suggesting the region is irrevocably changed, including BBC Middle East correspondent Paul Danahar, The New Middle East: The World After the Arab Spring (New York: Bloomsbury, 2013); Paul Amar and Vijay Prashad, eds. Dispatches from the Arab Spring: Understanding the New Middle East (Minneapolis: University of Minnesota Press, 2013); Mohammed Ayoob, Will the Middle East Implose? (London: Polity Press, 2014), Aded Dawisha, The Second Arab Awakening (New York: Norton, 2013) and Fawaz Gerges, ed. The New Middle East: Protest and Revolution in the Arab World (New York: Cambridge University Press, 2014). New collections of assessments include Marc Lynch, ed. The Arab Uprisings Explained: New Contentious Politics in the Middle East (New York: Columbia University Press, 2014) and Fahed Al-Sumait, Nele Lenze, and Michael Hudson, eds. The Arab Uprisings: Catalysts, Dynamics and Trajectories (Lanham, MD: Rowman and Littlefield, 2014). For a look at the influence of symbolic politics, see Charles Tripp, The Power and the People: Paths of Resistance in the Middle East (New York: Cambridge University Press, 2013).
XIV. (April 27) Conclusion – This final day of the course begins a process you will continue in your cumulative final exam – putting the events of the last four plus years in the larger context of the semester’s course perspective.

Reading: Angrist in Angrist, pp. 503-509;
 (*) Koenraud Bogaert, “Contextualizing the Arab Revolts: The Politics Behind Three Decades of Neo-liberalism in the Arab World” Middle East Critique 22 (Fall 2013), pp. 213-34;
 (*) Massoud Karshenas, Valentine Moghadam and Randa Alami, “Social Policy after the Arab Spring: States and Social Rights in the MENA Region” World Development 64 (December 2014), pp. 726-739;

Tuesday, April 28 – Final Drafts of Comparative Research Papers due (by 4:30 in my office)

Monday, May 4 – Cumulative Final Exam (noon-3:00 p.m.)

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