Politics and Religion in the Modern Middle East

In addition to providing students with an historical overview of the modern Middle East, this course will explore state formation, imperialism, the construction of national and religious identities in the region, and the Arab Spring. Particular attention will be paid to the historical roots of pan-Arabism, Zionism, Palestinian identity, radical Islamist movements, and contemporary democratic aspirations. This class will largely be based on discussion of assigned readings. Active student participation will be required in each session. This course satisfies the “Contemporary Global Issues” component of the Baccalaureate Core.

Contemporary Global Issues: Baccalaureate Core
1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Course Learning Objectives
Upon completion of this course the student will have
- learned the basic outline of modern Middle Eastern history.
- studied the importance of nationalism in the construction of that history.
- familiarized him or herself with the major political figures of 20th-century Middle East.
- considered the relationship between religion and identity and the role they play in contemporary Middle Eastern politics.

Reading
- Khater, A. F. *Sources in the History of the Modern Middle East*, 2nd ed.
- Additional readings on Blackboard
- Students are encouraged to follow current events in the Middle East. *The Washington Post*, *The New York Times*, *Al-Jazeera* and the *BBC* are all available online. There will be frequent reference to current events in lectures and discussion sessions.
Assignments

1. Attendance, Reading Check and Participation (20% overall grade)
   I expect you to have completed the reading assignment by the class meeting indicated in the syllabus. I will ask a simple, factual question pertinent to the day’s assigned reading and keep a record of your answers (Reading Check). Anticipate my calling on you by name during discussions. I expect every student to participate in every class. Five or more unexcused absences will result in a final course grade of C or less regardless of the quality of your written work.

2. Four Think Pieces (10% each, 40% overall grade)
   Each student is required to submit 4 out of 7 think pieces. No more than four may be submitted. Think Pieces are due in class on the day assigned. If you submit your paper and subsequently leave class, it won’t count. No late Think Pieces will be graded.

   N.B. Even if you elect not to compose any individual Think Piece, you should still be prepared to argue a position in class.

   What is a Think Piece?
   A Think Piece is a 2-page, 500-word essay in response to a question about the assigned reading. Your Think Piece should demonstrate ‘thought’ (hence the name) in the form of a clearly stated thesis. You should also provide “evidence” for your arguments, primarily examples drawn from the assigned reading. Under no circumstances should you consult the internet in preparing your essay. All Think Pieces should be double-spaced, typed, and in Times New Roman 12 pt. font with one-inch margins. Think Pieces may be shared in class for comment by other students. These will be “lightly” graded A, B, C, D (equivalent of plus, check, minus and no credit). If you receive a D you may submit one of the later assigned Think Pieces for possible grade replacement.

3. 2-Page Critique of The Armenian Genocide video (10% of overall grade)
   Review this documentary in terms of its content, thesis, evidence and intended audience. Does the video achieve its aims (or not) and why? Your critique should be double spaced, typed, in Times New Roman 12 pt. font.

4. Take-home Final Examination (30% of overall grade)
   Due Wednesday, June 13 at 4.
   To be submitted to the History Department Office, Milam 306
   The comprehensive final exam will consist of two broad essay questions. Instructions will be distributed in class on Thursday, June 7. The combined answers should not exceed eight double-spaced pages, typed pages in length. Any paper received received on June 14 will be marked down a full letter grade. No paper will be accepted after June 14 without my having approved the extension in advance.

Classroom Etiquette
I would appreciate it if you adhered to following rules:
- Arrive and seat yourself promptly.
- Turn off cell phones and refrain from texting and internet surfing during class.
- Remove all headgear (unless in adherence to a religious prescription).
- Refrain from eating (beverages are OK). Eat before coming to class.
- Refrain from talking and other distracting behavior.
Week 1
T Introduction and Overview (Peoples and Geography)

Extra Credit Opportunity (up to additional 5%)
*Education Under Fire*, Documentary and Discussion (Baha’i Campus Association)
Wednesday, April 4, 7-9 C & E Auditorium, LaSells Stewart Center
Submit on Thursday (no exceptions) a review of the program taking into consideration its thesis, intended audience, content, tone and objectivity. I expect you to stay the entire two hours. (One double-spaced, typed page, 250-words, Times New Roman 12 pt. font.)

R Gunpowder Empires and World Systems
Gelvin  Introduction, Part I Intro, Chapters 1-2

Week 2 World Systems Theory
Extra Credit Opportunity (up to additional 5%)
Joshua Landis, “The Future of Syria,” Annual History Department Carson Lecture
Monday, April 9, 7-9 Linus Pauling Science Center, Room 125
Submit on Tuesday (no exceptions) a review of the program taking into consideration the speaker’s thesis, intended audience, content, tone and objectivity. I expect you to stay the entire program. (One double-spaced, typed page, 250-words, Times New Roman 12 pt. font.)

T Gelvin  Chapters 3-4
Note: Documents in Gelvin are optional unless specifically assigned.
Think Piece #1 Due

R Question of Modernity
Gelvin  Part II Intro, Chapters 5
Gelvin (Documents)  The Hatt-i Sharif
Islahat Fermani

Week 3
Extra Credit Opportunity (up to additional 5%)
Review one of the following Holocaust Memorial Week events on campus:
  o Ann Kirschner, “Sala,”
    Monday, April 16, 7:30 C&E Auditorium, LaSells Stewart Center
  o Tomasz M. Giebultowicz, “Operation Harvest Festival,”
    Wednesday, April 18, 4:00, Raza Room, MU
  o Benjamin Madley, “Genocide in America? The Assault on the Tolowa Tribe of Oregon and California,”
    Wednesday, April 18, 7:30, C & E Auditorium, LaSells Stewart Center.
    [NB Do not include concert program in your review.]
  o Eric Sundquist, *The Historian’s Anvil, the Novelist’s Crucible: Holocaust Literature and the Uses of History.*
    Thursday, April 19, 7:30, C & E Auditorium, LaSells Stewart Center.
Submit your review next Tuesday (no exceptions) taking into consideration the speaker’s thesis, intended audience, content, tone and objectivity. (One double-spaced, typed page, 250-words, Times New Roman 12 pt. font.) I expect you to stay for entirety of the program.

T European Imperialism
Gelvin  Chapter 6
Gelvin (Documents)  The D’Arcy Oil Concession (pp. 164-67)
Khater  2:3  Concession for the Tobacco Monopoly
Think Piece #2 Due
R Social Transformations
Gelvin  Chapter 7, Photo Essay
Week 4
T Gelvin Chapter 8-9
Khater 1:4 Jamal al-Din al-Afghani
3:2 Qasim Amin
3:4 Articles in Iranian Magazines
3:5 Bahithat al-Badiya
R Western Importations
Gelvin Chapter 10
Gelvin (Documents): Namik Kemal
Supplementary Fundamental Law
Think Piece #3 Due

Week 5
T The Modern Map of the Middle East
Gelvin Part III intro, Chapter 11-12
Khater 4:3 The Husayn-McMahon Correspondence
4:4 The Balfour Declaration
4:5 Division of the Ottoman Empire (peruse with eye to answering discussion questions).
R Gelvin Chapter 13
Gelvin (Documents) Revolution of the Syrian General Congress (pp. 227-28)
Khater 5:3 General Syrain Congress [sic]
5:5 A Writer for al-Asima
5:6 Women and the Vote in Syria
Think Piece #4 Due

Week 6
T The Armenian Genocide
Khater 5:1 Morgenthau
Blackboard: Dadrian, "The Fate of the Armenians in World War I"
Video: "The Armenian Genocide" on reserve in the library and streamed on Blackboard
Video Critique Due
R Zionism
Gelvin Chapter 14
Gelvin (Documents) Herzl (pp. 228-30)
Khater 4:1 Pinsker
4:2 Ahad Ha-Am

Week 7
T Gelvin Pt IV, intro, Chapter 15
Khater 5:2 Zionist Organization’s Memorandum
5:4 King-Crane Commission
Week 8

T The US and Israel
   Gelvin Chapters 16-17
   Khater 10:2 Brent Snowcroft
   10:3 Bush Recasts Rationale

R Gelvin Chapter 18
   Gelvin (Documents) UN Resolution 242
   Khater 4:9 Truman’s Statement
   5:8 The Arab Case for Palestine/The Bi-National State
   7:1 Nasser Resigns from Office
   7:8 Hanan Ashrawi
   7:7 Prime Minister Rabin’s Speech

Think Piece #6 Due

Week 9

T The Iranian Revolution
   Gelvin Chapter 19
   Gelvin (Documents) Khomeini (pp. 333-34)
   Khater: 6:1 Alam
   7:3 Khomeini
   8:2 Shariati

R Political Islam
   Gelvin Chapter 20 and Conclusion
   Gelvin (Documents) Sayyid Qutb (pp. 334-36)
   Khater 8:3 Foda
   8:4 Usama bin Laden

Think Piece #7

Week 10 The Arab Spring

T Khater 10:6 Al-Jazeera
   10:7 Saad Eddin
   Blackboard

R Blackboard
Office Hours
Please don't hesitate to come to my office during office hours. Discussing history with students is one of the more gratifying aspects of being a professor. If you can't make it to my office, I encourage you to submit e-mail inquiries about the readings and lectures. I will make every effort to respond before the next class meeting.

Academic Dishonesty and Student Conduct
I expect every student to familiarize him or herself with the university policy regarding academic dishonesty. Academic dishonesty can take many forms: plagiarizing published materials, representing someone else's writing as one's own, lifting papers from the Internet, etc. If you engage in academic dishonesty, you will fail the course. Also, university policy requires that I file a report with the dean of your respective college. See the Statement of Expectations for Student Conduct: http://studentlife.oregonstate.edu/studentconduct/offenses-0

Make-Up Exams and Late Policy
Unless I give you an extension in advance, I will mark down late submissions of the final essay a half-grade for the first day late. I will give make-up exams only in documented instances of medical or family emergencies.

Writing and Study Help
If you require help in preparing the essay, consult the Writing Center in 125 Waldo Hall or the student consultants in the Valley Library. Anyone with special academic needs should discuss these with me at the start of the term.

Statement on Disability Accommodations
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.