



*School of Arts & Science*  
**HUMANITIES DEPARTMENT**

**HIST 104-01**  
**Modern Middle East**  
**Winter 2010**

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**COURSE OUTLINE**

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**The Approved Course Description is available on the web @**  
**<http://camosun.ca/learn/calendar/current/web/hist.html>**

*Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for their records.*

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**1. Instructor Information**

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Tuesday 2:30pm-5:00pm; Wed 10:30am-12:20pm; Friday 10:30am-12:20pm or by appointment
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	<a href="mailto:hannant@camosun.bc.ca">hannant@camosun.bc.ca</a>

**2. Intended Learning Outcomes**

Upon completion of this course the student will be able to:

1. Set out the physical geography and natural resources of the Middle East.
2. Survey the historical development of the main societies, cultures and religions of the region.
3. Explain the historical and contemporary similarities and differences among the peoples.
4. Identify and elaborate on the impact of imperial control and inter-imperial conflict since the founding of the Ottoman Empire in the 15th century and extending through to the present.
5. Describe the popular response to imperial control and contention in the region and lay out the impact of it on the world today.
6. Assess the process of modernization of traditional societies, the changes it engenders and the challenges to the process.

**3. Required Materials**

Peter Mansfield, *A History of the Middle East* 2<sup>nd</sup> ed. (London: Penguin, 2003)  
History 104 W 2010 Reading package

#### 4. Ground Rules

- Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments. Fairness to all also means that I do not “negotiate” grades.

- I do not “lecture to the textbook.” If you want to know how Peter Mansfield, the author of your textbook, assesses a particular historical issue, read his eloquent book. (In any case, you’ll be tested on it.) I might well have a different interpretation from him. My goal in the lecture is both to provide basic information about the events of the past and to acquaint you with some ways to *understand* those events.

- This course requires you to read regularly. Some weeks there’s a fair amount of reading. Don’t fall behind. ***This especially applies to the textbook.***

- While I allow laptop computers in lectures, I expect that you will use them to take notes on them, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of laptops. Cell phones by their very nature are obnoxious intrusions into life and learning, so shut them off – preferably immediately upon rising in the morning, but at least before and during class.

#### 5. Desire 2 Learn (D2L) component

Each of you has access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course. You’ll submit your essay and discussion questions through the Dropbox function in D2L; you can use D2L to view grades, including the weekly discussion participation grade. Lecture outlines will also be there. And you can use it to keep up with news about the course.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca> The sign-in process is simple and is described on the opening page of the D2L site.

#### 6. Discussions

Beginning on January 15 and on most Fridays through the term we will have discussion sessions.

The aim of these sessions is to have a wide-ranging and informal discussion based on the readings **FROM THE READINGS PACKAGE**. For the discussion, don’t be intimidated if the meaning of some of the reading material is not clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments.

In addition, it is absolutely essential that you read the textbook, *A History of the Middle East*, in order to put the discussion readings in context. Doing this background reading before class is your responsibility.

Keep in mind that **you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be

judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

For one assigned discussion through the term, each of you will be *the designated leader for the session*. What does it mean to be a discussion leader? It means you're responsible to raise relevant and thoughtful questions that help to *encourage discussion* that probes and develops key aspects of the assigned readings.

Try to set up questions that are open-ended and that cause your colleagues to think more profoundly about the readings.

From my experience, two types of questions don't work well. One is "should" questions that invite a moral response based on contemporary standards. Historians call these "presentist." These ask your fellow students to *judge* the past by our contemporary standards of morality. It isn't useful to use our standards to evaluate people living under different conditions. Our task as historians is to *understand* the past, not to judge it.

A second type of question that, in my experience doesn't work well is "what if" ones. "What if the 'five Arab armies' had defeated the Israeli forces in 1948?" The only response we can have – aside from pondering the mythological construction of the question itself – is "they didn't." A more fruitful question might be *why* the Israeli military conquered Arab lands in 1948 and what the consequences of that are.

On the week you are the designated discussion leader, you will submit at least three questions to me via D2L. These questions must be submitted via the Dropbox function in D2L **no later than 12:30pm** on the day you're the designated discussion leader.

I'll circulate a list of sessions ASAP. Each of you will sign up to be discussion leader for one session.

In addition, in the same session where you're the discussion leader, you'll also submit an essay on the discussion subject. See below.

## 7. Essays

Each of you will hand in an essay **based on the discussion readings** for a particular day. **By 12:30pm** on the day you are the designated leader of the discussion session, you will submit through the dropbox function of D2L a written essay that *answers the question* that I pose for the discussion topic. Where will you find this question? It's in the table of contents of the reading package.

The source material for the essay is the articles **in the reading package**. No other sources need to be used. (You might, of course, need to do some background reading in the textbook or other sources in order to grasp the background of the readings.)

This essay will be **1000 words** in total. The word limit is strict. I will **deduct 10%** from your grade for **each 50 words** (or part thereof) over 1000, beginning at 1050 words. **So if you have 1051 words, the deduction is 10%; 1101 words, 20%** etc.

At the opening of your essay provide a title for your essay, your name, the topic you are dealing with and the question you're addressing.

***You must use footnotes or endnotes (NOT APA or MLA style references) to cite the source of the ideas, important information and direct quotations you include in this essay.*** Failure to use footnotes appropriately will result in a grade penalty of 10%. There is no need for a bibliography, as the discussion reading articles are your sources.

For correct History style follow the method used in the Camosun College History style guide, which is linked to the History section of the Camosun College Humanities Department website at [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

As you can see, for the week you write an essay and are the leader for the discussion, a certain level of planning is needed. You'll have to read the articles in advance, write the essay on the articles, submit the essay and the questions before the discussion session and present thoughtful questions from the readings to your colleagues in the discussion.

Late submission of essays will result in a penalty of 5% per day.

## **8. Course Content and Schedule**

**WEEK-BY-WEEK SCHEDULE** (Changes to the schedule may become necessary)

<b>DATE</b>	<b>TOPIC AND REQUIRED READINGS</b>
Jan. 6	Introduction to course Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. xi-xiii, 1-34
Jan. 8	Modern Middle East – geography and religions
Jan. 13	Modern Middle East – geography and religion, continued Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 35-84
Jan. 15	Discussion 1 – History and cultural aspects of Islam Reading: Topic 1 in the reading package <b>NOTE: IF THE DISCUSSION READING PACKAGE IS NOT YET PRINTED AND AVAILABLE IN THE BOOKSTORE, GO TO D2L (Content section) FOR PDF VERSIONS</b>
Jan. 20	The founding and expansion of Islam to 1900 Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 84-113
Jan. 22	Discussion 2 – The Ottoman empire in the 19 <sup>th</sup> century
Jan. 27	Western imperialism and the Middle Eastern response 1800 to 1914 Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 114-148
Jan. 29	Discussion 3 – World War 1 in the Middle East

- Feb. 3 World War 1 and its impact  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 149-166
- Feb. 5 Discussion 4 – The Impact of WW1 in the Middle East
- Feb. 10 Imperialism and anti-imperialism in the inter-war years  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 167-218
- Feb. 12 Discussion Topic 5 –European mandates in Palestine, Lebanon and Syria, 1920-1948
- Feb. 17 World War 2 and its impact  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 219-238
- Feb. 19 Reading break – no class
- Feb. 24 Mid-term exam – 2 hours, in class
- Feb. 26 Discussion Topic 6 – Israel, Palestine, Egypt and Iraq, 1949-1968
- Mar. 3 The founding of Israel and its impact  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 219-238
- Mar. 5 Discussion Topic 7 – The challenge of modernity in Iran
- March 10 – last day to withdraw without a failing grade**
- Mar. 10 Arab-Israeli conflict 1949-2006  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 239-279
- Mar. 12 Discussion Topic 8 – Iran-Iraq and Gulf Wars
- Mar. 17 Iran to the 1979 revolution  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 280-322
- Mar. 19 Discussion Topic 9 – The emergence of “Islamism”
- Mar. 24 Outcomes of the Iranian Revolution and the emergence of Islamism  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 322-338
- Mar. 26 Discussion Topic 10 – Afghanistan
- Mar. 31 Afghanistan  
Reading: Peter Mansfield, *A History of the Middle East*, pp. 339-389  
See also: Imperial intervention and resistance in Afghanistan; A short video history by John Rees, of Stop the War Coalition at <http://stopwar.org.uk/content/view/1351/27/>
- Apr. 2 No discussion – Good Friday

- Apr. 7            The contemporary situation  
                     Reading: Peter Mansfield, *A History of the Middle East*, pp. 390-406
- April 9           Discussion Topic 11 – Contemporary Israel/Palestine and future trends

## 9. Basis of Student Assessment (Weighting)

Discussion participation	15%
Discussion leadership	5%
Essay	20%
Mid term exam (in class, Feb. 17)	30%
Final exam (in exam period)	<u>30%</u>
Total	100%

The final exam will be in the **scheduled exam period**, April 12-17 & 19-20. Please do not make any arrangements to leave the city until you know when the exam will be held. Both mid-term and final exam must be written during the scheduled times unless a physician's medical certificate is presented to me. There will be no exceptions without a medical certificate.

## 10. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 11. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.