



School of Arts & Science
HUMANITIES DEPARTMENT

HIST 104-01
Modern Middle East
Winter 2011

COURSE OUTLINE

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.

1. Instructor Information

| | | |
|-----|---------------|---|
| (a) | Instructor: | Dr. Larry Hannant |
| (b) | Office Hours: | Wed 10:30am-12:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appointment |
| (c) | Location: | Young 232 |
| (d) | Phone: | 370-3389 |
| (e) | Email: | hannant@camosun.bc.ca |

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* 2nd ed. (London: Penguin, 2003)
History 104 W 2011 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.
- 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, I encourage you to read the textbook. (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.
- Because students have not used their technology responsibly in the past, I am forced to require that all cell phones and other similar implements of distraction **REMAIN OFF** during all classes.

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 21 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. Bring them to class and share them with everyone.

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 **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? Most importantly, you are responsible to raise relevant and thoughtful questions that help to *encourage discussion* that probes and develops key aspects of the 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. These invite a moral response based on today's standards. Historians call these "presentist." These ask your fellow students to *judge* the past by our contemporary standards of morality. 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. "Would the Armenians have been able to avoid mass slaughter if the Ottoman Empire had not gone to war?" The only response we can have is: "We don't know. The Ottoman Empire did go to war and Armenians were slaughtered." A more fruitful question might be how WWI contributed to the massacre of the Armenians inside the Ottoman Empire.

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 in **Microsoft Word format** 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. 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 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 essay must be submitted in **Microsoft Word format** through the **Dropbox function** of D2L.

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

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)

| DATE | TOPIC AND REQUIRED READINGS |
|-------------|--|
| Jan. 12 | Introduction to course and to the Middle East Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. xi-xiii, 1-34 |
| Jan. 14 | Modern Middle East – geography and religions |
| Jan. 19 | Modern Middle East – geography and religions, continued Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 35-84 |
| Jan. 21 | Discussion based on Topic 1 in Reading Package – History and cultural aspects of Islam NOTE: IF THE DISCUSSION READING PACKAGE IS NOT YET PRINTED AND AVAILABLE IN THE BOOKSTORE, GO TO D2L (Content section) FOR PDF VERSIONS |
| Jan. 26 | The founding and expansion of Islam to 1900 Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 84-113 |
| Jan. 28 | Discussion on Topic 2 in the reading package |
| Feb. 2 | Western imperialism and the Middle Eastern response 1800 to 1914 Reading: Peter Mansfield, <i>A History of the Middle East</i> , pp. 114-148 |

- Feb. 4 Discussion Topic 3
- Feb. 9 World War 1 and its impact
Reading: Peter Mansfield, *A History of the Middle East*, pp. 149-166
- Feb. 11 Discussion Topic 4
- Feb. 16 Imperialism and anti-imperialism in the inter-war years
Reading: Peter Mansfield, *A History of the Middle East*, pp. 167-218
- Feb. 18 Discussion Topic 5
- Feb. 23 Mid-term exam – 2 hours, in class
- Feb. 25 Reading break – no class
- Mar. 2 World War 2 and its impact
Reading: Peter Mansfield, *A History of the Middle East*, pp. 219-238
- Mar. 4 Discussion Topic 6
- Mar. 9 The founding of Israel and its impact
Reading: Peter Mansfield, *A History of the Middle East*, pp. 219-238
- Mar. 11 Discussion Topic 7
- March 14 – last day to withdraw without a failing grade**
- Mar. 16 Palestinian-Israeli conflict 1949-2006
Reading: Peter Mansfield, *A History of the Middle East*, pp. 239-279
- Mar. 18 Discussion Topic 8
- Mar. 23 Iran to the 1979 revolution
Reading: Peter Mansfield, *A History of the Middle East*, pp. 280-322
- Mar. 25 Discussion Topic 9
- Mar. 30 Outcomes of the Iranian Revolution and the emergence of Islamism
Reading: Peter Mansfield, *A History of the Middle East*, pp. 322-338
- Apr. 1 Discussion Topic 10
- Apr. 6 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. 8 Discussion Topic 11
- Apr. 13 The contemporary situation
Reading: Peter Mansfield, *A History of the Middle East*, pp. 390-406
- April 15 Summing up

9. Basis of Student Assessment (Weighting)

| | |
|-----------------------------------|------------|
| Discussion participation | 10% |
| Discussion leadership | 5% |
| Essay | 30% |
| Mid term exam (in class, Feb.23) | 25% |
| Final exam (in exam period) | <u>30%</u> |
| Total | 100% |

The final exam will be in the **scheduled exam period, April 18-21 & 26-9**. Please do not make any arrangements to leave the city until you know the exam date.

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 for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|--|
| I | <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. |
| IP | <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 3rd course attempt or at the point of course completion.)</i> |
| CW | <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.

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.