



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

**HIST 104-01**  
**Inside the Middle East**  
**Winter 2015**

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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 that students keep this outline for their records.*

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**1. Instructor Information**

(a)	Instructor:	Larry Hannant
(b)	Office Hours:	Tues. and Thurs. 11:30am-1:30pm 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**

Ernest Tucker, *The Middle East in Modern World History* (Boston: Pearson, 2013)  
History 104 2015 Reading package (NOTE – this is different from 2014 edition)

**4. Ground Rules**

• Fairness to all requires that I stipulate that you can't do "extra work" to make up for poor grades on any one assignment or combination of assignments.

- I don't "lecture to the textbook." That means you can't simply attend lectures and expect that this will substitute for reading the textbook. Textbook, reading package and lectures are essential components of the course, and each will be part of the exams.

- 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 computers in lectures, I expect that you'll use them to take notes, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, don't open your computers or other devices. Indeed, in ALL classes, please turn off and put away from sight sources of distraction and surveillance like cell phones.

## 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.

**Please post a photo** in D2L, so the class will be able to put a face to a name. One of the most enduring aspects of your post-secondary experience will be the connections with others you form in classes. It's also handy for informal study sessions.

## 6. Discussions

Beginning on January 15 and on most Thursdays 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, *The Middle East in Modern World History*, in order to put the discussion readings in context. Doing this background reading **before class** is your responsibility.

Keep in mind that **you can't expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions**. You'll be judged on the **quality** of your contributions. Attendance alone doesn't constitute participation.

## 7. Discussion leadership

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're 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, which don't seek only simple answers, and which cause your colleagues to think more profoundly about the readings.

### What types of questions work well – or not?

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. This type of questions asks 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 joined the Triple Alliance in WW1?" The only response we can have is: "We don't know. The Ottoman Empire *did* join the Triple Alliance in WW1, and Armenians, among many other Ottoman subjects, *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're the designated discussion leader, you'll 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 2:30pm** 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.

## 8. Essay

Each of you will hand in one essay **based on the discussion readings** for a particular day. By 2:30pm on the day you're the designated leader of the discussion session, you'll 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 count applies just to the essay content, not to the footnotes. The word limit is strict. I'll **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 the following: 1) a **title** for your essay; 2) your **name**; 3) the **topic** you're dealing with; 4) the **question(s)** you're addressing.

**You must use footnotes or endnotes (NOT APA or MLA style references).** Footnotes are **required** to cite the source of 1) ideas taken from any author; 2) important and unusual information; 3) 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 in the Content section of D2L.

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, to a maximum of 20% penalty.

## 9. 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 and to the Middle East Reading: Tucker, <i>The Middle East</i> , pp. xix-xxix, 1-16
Jan. 8	Modern Middle East – geography and religions
Jan. 13	Modern Middle East – geography and religions, continued Reading: Tucker, <i>The Middle East</i> , pp. 17-30
Jan. 15	Discussion based on <b>Topic 1 in Reading Package</b> – History and cultural elements of Judaism, Christianity and Islam
Jan. 20	The founding and expansion of Islam to 1900 Reading: Tucker, <i>The Middle East</i> , pp. 31-53
Jan. 22	Discussion Topic 2 – The Ottoman Empire in the 19 <sup>th</sup> century
Jan. 27	Western imperialism and Middle Eastern response, 1800 to 1914 Reading: Tucker, <i>The Middle East</i> , pp. 54-127

- Jan. 29 Discussion Topic 3 – World War 1 in the Middle East
- Feb. 3 World War 1 and its impact  
Reading: Tucker, *The Middle East*, pp. 128-153
- Feb. 5 Discussion Topic 4 – The Impact of World War 1 in the Middle East
- Feb. 10 Imperialism and anti-imperialism in the inter-war years  
Reading: Tucker, *The Middle East*, pp. 153-189
- Feb. 12 Reading break – college closed
- Feb. 17 **Midterm exam** – in class
- Feb. 19 Discussion Topic 5 – European mandates in Palestine, Lebanon and Syria, 1920 to 1948
- Feb. 24 Western imperialism and the Middle Eastern response to it 1939-1979  
Reading: Tucker, *The Middle East*, pp.190-226
- Feb. 26 Discussion Topic 6 – Israel, Palestine, Egypt and Iraq 1949 to 1968
- Mar. 3 Western imperialism and the Middle Eastern response to it 1939-1979, continued  
Reading: Tucker, *The Middle East*, pp. 226-242, 258-286
- Mar. 5 Discussion Topic 7 – The 1953 crisis in Iran and its consequences
- NOTE: March 9 – last day to withdraw without a failing grade**
- Mar. 10 Israeli-Arab conflict after 1956
- Mar. 12 Discussion Topic 8 – The Iranian Revolution and its impact
- Mar. 17 Iran to the 1979 revolution  
Reading: Tucker, *The Middle East*, pp. 243-257
- Mar. 19 Discussion Topic 9 – Islamic and Jewish zealots
- Mar. 24 Outcomes of the Iranian Revolution and the emergence of Islamism  
Reading: Tucker, *The Middle East*, pp. 287-304
- Mar. 26 Discussion Topic 10 – Afghanistan in the 20th century
- Mar. 31 Afghanistan  
Reading: Tucker, *The Middle East*, pp. 305-322  
See also: Imperial intervention and resistance in Afghanistan: A short video history by John Rees at

<http://www.google.ca/search?tbn=vid&hl=en&source=hp&biw=1024&bih=571&q=Imperial+intervention+and+resistance+in+Afghanistan&btnG=Search&gbv=2&aq=f&aqi=&aql=&oq=>

Apr. 2 Discussion Topic 11 – Contemporary conflicts in the Middle East

Apr. 7 The contemporary situation  
Reading: Tucker, *The Middle East*, pp. 323-368

Apr. 9 Summing up

### 10. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership	5%
Essay	30%
Mid term exam (in class, Feb. 17)	25%
Final exam (in exam period)	<u>30%</u>
Total	100%

The final exam will be in the scheduled exam period, **April 13-18 & 20-21.**  
**Please don't 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.

### 11. 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
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. (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.)
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.

## 12. 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.