

Salt Lake Community College
HIST 1460-401
Middle East Civilization II

PROFESSOR:

EMAIL:

MEETING TIME:

TEXT

William Ochsenswald, Sydney Nettleton Fisher, *The Middle East. A History*. 7th edition

Other useful readings will be posted on CANVAS.

Here is an example:

Iran Chamber Society: History of Iran

http://www.iranchamber.com/history/history_periods.php

COURSE DESCRIPTION

Survey of Middle East from late 18th Century to present. Emphasis on interactions between the various religious and ethnic groups in the region as they find ways to fit into the modern world and respond to the rise of Western powers.

LEARNING OUTCOMES

By the end of the course, students will be able to

- *demonstrate knowledge of the basic chronology of the Modern Middle East
- *demonstrate a basic understanding of the founding of modern states and of the economic, social, political, religious, and cultural history of the Middle East
- *distinguish between primary and secondary material and be able to describe the assets and liabilities of each;
- *speak and write effectively and clearly about the history and geography of the Middle East

DESCRIPTION OF ASSIGNMENTS

The fairest way to assess student grades is to allow for a variety of short assignments, at least six in number.

During this special broadcast semester we won't be able to offer essay exams for midterms and final, map tests, or multiple choice tests—the variety. Students will instead submit either five or six short papers, personal response essays, or reflections, that explore questions essential to life in a democratic republic.

Use your imagination as you read primary sources, textbook chapters, or shared articles to situate yourself in unfamiliar territory, as if truly present in the past, and to make connections between the past and the present, between your own lives and circumstances and those that came before.

The first topic: Readings will be provided and class discussions held on this topic. Here is the schedule of due dates for six papers: (1) Week 4 (draft only); (2) Week 7; (3) Week 10; (4) Week 13; (5) Week 16; (6) Final Exam Date: Week 17. Drafts will be allowed for the first 3 papers. I will give feedback on the drafts. You can return the completed paper for grading within two weeks.

Beyond the personal response essay, writing assignments often include

- * chapter or article reviews

- * one or two primary sources papers (3 pages each)

- * one e-portfolio reflection paper (1 page), due on the last day of classes

The reflection paper, if superior, will be worth 2 extra points; otherwise, 1 possible point.

Papers

Two or more of the six personal response essays specifically address primary sources (letters, speeches, newspaper editorials, and the like). You may be asked to compare

and contrast several primary sources and also to discuss the language of the documents. Such discussion will look at how arguments are framed, and you will assess the use of rhetoric. You will need to recognize how words may both denote and connote different things in old documents than they do today. You will also submit a one- to two-page reflection paper summarizing what you have learned from working with primary historical documents.

Because the essays focus on primary sources, students need not use secondary or online sources, other than assigned, to address the historical setting of the documents. Should it be considered necessary to include a sentence or two placing the primary document in its historical setting, you will then be asked to include an apparatus of footnotes along with a photocopy or printout of each secondary source cited. On the printout, you will mark with a highlighter all words and phrases consulted or quoted. I will not accept for grading any essays in which there are more than two or three sentences giving historical background, whether footnoted or not, or which draws loosely from Internet sources.

No essays or class work of any kind may be submitted after the date of the final exam. That date marks the close of everything pertaining to this class.

I grade all papers and essays on the following three criteria: substantive content (facts, dates = 33%), critical thinking skills (how you reason, analyze, compare and contrast 34%), and communication (expression, argument, diction, and tone, and how you order, arrange, or link your ideas = 33%).

Format (Communication)

Microsoft Word preferred, 1.5 spacing, 14 point, Times New Roman or Baskerville font.

Style and Grammar (Communication)

Here is a little library for American writers: William Zinsser, *On Writing Well*; Jacques Barzun, *Simple & Direct*; Francis-Noel Thomas and Mark Turner, *Clear and Simple as the Truth: Writing Classic Prose*.

GRADE SCALE

Each assignment will be graded according to this grade scale, and each is weighted equally. This scale always allows for extra points, which may be taken as extra-credit and applied to a lower score on another paper. Students may thus receive a 15 or even a 16 on any assignment showing excellent work; occasionally, a paper or essay may receive a 17.5 (or 3.5 extra points). The best way to ensure an A grade this semester is to try for an extra point beyond the A (14) on everything you turn in.

Attendance and Participation

A student may not miss more than seven class sessions (which is more than three weeks) and expect to pass the class. If you join the class late, you may make up the readings and any missed quizzes. You must complete the class to pass the class.

Each assignment or test will be graded according to the following scale.

- 20 Perfection
- 19
- 18
- 17.5 Most Excellent A+
- 17 Excellent A+
- 16 A++ 2 extra points
- 15 A+ 1 extra point
- 14 A
- 13 A-
- 12 Good B+
- 11 B
- 10 B-
- 9 Fair C+
- 8 Sufficient C
- 7 Sufficient C-
- 6 Insufficient D+
- 5 Insufficient D
- 4 Poor E

CLASS SCHEDULE AND CALENDAR

Week One

Navigating Microsoft Teams and the Class Broadcasts

Readings: Ochsenswald, Chapter 22: The Era of the French Revolution and Napoleon

Week Two

Napoleon in Egypt (Film)

Readings: Ochsenswald, Chapter 23 (selections): Mahmud II and Mehmet Ali

Readings: Ochsenswald, Chapter 24: Mehmet Ali, Ismail, and the Development of Egypt

Week Three

Geography and Tribes of Arabia

Mohammed al-Wahhab and the Sa'ud

Week Four

Zionism and Zionist Movements and Enterprises

Readings: Chapter 27: The Young Turks and Nationalism

Readings: Chapter 31: Impact of World War I on the Middle East

Week Five

Chapter 35: Mandate States: Lebanon, Syria, Iraq

Chapter 36: Palestine and Transjordan

Week Six

Pahlavi Iran: Chapters 30 and 33

The Kingdom of Saudi Arabia

Week Seven

Chapter 43: The Partition of Palestine: Israel and Hashimite Jordan

Israel

Week Eight

Chapter 45: The Egyptian Republic
Nasser and Nasserism

Week Nive

Face-Off: Egypt and Israel

Chapter 45: The Egyptian Republic (continued)

Chapter 43: The Partition of Palestine (continued)

Chapter 46: Egypt after 1970

Week Ten

(Spring Break)

Week Eleven

Chapter 47: Independent Syria (and the United Arabic Republic)

Chapter 48: Iraq after World War II: Hashimite Monarchy and the Republic of Iraq

Week Twelve

Chapter 50: Saudi Arabia, Oil, and OPEC

Chapter 40: Iran: Oil, Nationalism, Royal Dictatorship, and Social Change

Week Thirteen

Chapter 41: The Islamic Republic of Iran

Iran-Iraq War

Week Fourteen

Gulf War

War on Terror

Iraq War

Week Fifteen

Arab Spring

Syrian Civil War

ISIS

Week Sixteen

The Question of Hegemony: Saudi Arabia v. Iran
Peace in the Middle East?

Reflection Paper due on last day of classes.

Final Exam: