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HISTORY 3NNN: THE MIDDLE EAST SINCE 1914

T & R, . . . , Course No. nnnn

COURSE OBJECTIVES

The subject of this course is the history of the Middle East since 1914. Emphasizing political, social, and cultural history, the course seeks to examine this period as the latest phase in the evolution of Islamic civilization. The course will consider the impact of outside power on the region. The major emphasis of the course, however, will be on the region's peoples and their responses to modernity: political, socioeconomic, and cultural change; competing ideological strategies; efforts to reassert Islamic identity in an era of tightening globalization, and the impact of changes in media of communication.

HISTORICAL STUDY: EXPECTED LEARNING OUTCOMES (GEC)

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

ASSIGNED READINGS

The following items have been ordered through SBX. In addition, the Reserve Room in Main Library has been asked to place one copy of each item on closed reserve. One or a few short item(s) may also be assigned to support topics discussed at the end of the quarter.

Cleveland, William L., and Martin Bunton, *A History of the Modern Middle East*, fifth edition, 2013

Thompson, Elizabeth F., *Justice Interrupted: The Struggle for Constitutional Government in the Middle East*, 2013

Abrahamian, Ervand, *A History of Modern Iran*, 2008

El-Nawawy, Mohammed, and Sahar Khamis, *Islam Dot Com*, 2009

Zogby, James, *Arab Voices: What They are Saying to Us, and Why It Matters*, 2012

A request has been made to place each of these titles on four-hour closed reserve in Thompson Main Library. Do not count on the reserve room for more than a backup for occasional short-term use. Some of these titles may also be available as e-books.

COURSE REQUIREMENTS AND GRADING

Attendance and participation (including quizzes and occasional homework)	20 percent
Midterm examination	20 percent
Paper assignment	30 percent
Final examination	30 percent

Regular attendance and participation are essential parts of the course. Occasional short assignments may be factored into the participation grade.

Here are the grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

PAPER ASSIGNMENT

Each student must submit a paper in printed form at the beginning class on 17 May. The paper should be five to six pages long (12 point, double spaced, or equivalent). Prepare to write your paper by reading James Zogby's *Arab Voices* completely and analytically. Then basing your argument on the evidence presented by Zogby, write your paper on this topic: What are the most significant findings about the Arab world that emerge from the opinion polls discussed in this book? You do *not* need to do other research. The purpose of the assignment is to show how well you can read and analyze the specific book assigned.

DOCUMENTARIES AND FEATURE FILMS ABOUT THE MIDDLE EAST

Through the OSU Media Library, a good many documentaries and features are available from (or about) the Middle East in this period. Many of these are extremely valuable, not only as works of art but also as sources on the relationships between the history of film and wider historical currents that we will discuss. Some of these films may be used as **movie classwork**, in cases where running time permits. Otherwise, some films may be assigned as **movie homework**. Either way, any films that are assigned will be integral parts of your sources for the course. Like your readings, assigned films will also be subject to testing, quizzing, or short written assignments.

Accept as otherwise noted, whether a film is assigned as classwork or homework, all students enrolled in the class will have access to these through the digital rights media website. The URL for this is:

<https://drm.osu.edu>

You will have to log in with your OSU username and ID, and access will depend on special play lists created for this course. Films that may be assigned in the course include:

- “Reel Bad Arabs” (Jack Shaheen, 50 minutes, 2001)
- “The Battle of Algiers” (Gillo Pontecorvo, 121 minutes, 1966)
- “Umm Kulthum, A Voice Like Egypt” (Michal Goldman, 67 minutes, 1996)
- “A Dream of Justice and Freedom” (with Hanan Ashrawi, 52 minutes, 1995)
- “The Yacoubian Building” (Marwan Hamed, 161 minutes, 2006)
- “Beynelmilel” (“The International,” 105 minutes, Muharrem Gülmez & Sırrı S. Önder)
- “Persepolis” (Marjane Satrapi and Vincent Peronnaud, 96 minutes, 2007)
- “Iran, A Cinematographic Revolution” (Nader Takmil Homayoun, 98 minutes, 2006)
- “Divorce Iranian Style,” (Kim Longinotto, 80 min., 1998)
- “The Square” (Jehane Noujaim, 2013, currently only via Netflix)

NOTE CONCERNING REGISTRATION

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

DISABILITY SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

CLASS SCHEDULE

NOTE: For illustrative purposes, this sample syllabus assumes two classes per week. An alternative model, with one three-hour class per week, would permit more effective use of feature-length films.

Week	Class Topic	Reading Assignment
1	T Introduction and Basic Concepts R Islam: Basic Ideas and Modern Issues	Cleveland & Brunton (C&B), chs. 1-4 C&B, ch. 5-8
2	T The Middle East in World War I R Struggles for Justice and Constitutional Government (to 1918)	C&B, ch. 9; Zogby, chs. 1-2 Thompson, ch. 1-3
3	T Independent Nations of the Interwar Period Turkey under Atatürk: Populism and Laicism? R Iran under Reza Shah: Constitutional Monarchy?	C&B, ch. 10; Thompson, ch. 4 Abrahamian, ch. 1-2
4	T Dependent Development during the Interwar Period Egypt and the British to World War II R League of Nations Mandates: Syria-Lebanon, Iraq, Palestine	C&B, ch. 11, Thompson, chs. 5-6 C&B, ch. 12
5	T World War II, End of European Rule, and Emergence of Israel video: "Reel Bad Arabs" (Jack Shaheen) R Transformative Forces, 1950-1970: Population Explosion, Hyper-Urbanization, Mass Literacy, Radio and TV, Liberation Struggles	C&B, ch. 13 Zogby, chs. 3-9 C&B, chs. 14; Thompson, chs. 7-9
6	T Turkey, 1945-1980, Transition to Democracy? R Iran and Oil, 1945-1979: Democratization, or Autocracy?	Abrahamian, chs. 4-5
7	T The Arab World in the Age of Nasser video: "Umm Kulthum, A Voice like Egypt" (Michal Goldman) R video: "The Battle of Algiers" (Gillo Pontecorvo)	C&B, chs. 15-16
8	T The Palestinian Experience, 1948-1987 R MIDTERM The Iranian Revolution in Visuals (from Chelkowski and Dabashi, <i>Staging a Revolution</i> , 1999)	C&B, ch. 17
9	T Iranian Revolution and Islamic Resurgence R The Arab World, 1970s and 1980s, Deficits in Democracy video: "The Yacoubian Building" (Marwan Hamed, 2006)	C&B, ch. 18, Thompson, ch. 10 C&B, ch. 19
10	T Authoritarianism in Arabia, Syria, and Iraq R Palestinian Issues since 1987 video: "A Dream of Justice and Freedom" (Ashrawi, 1995)	C&B, chs. 20-21, Zogby, chs. 10-12 C&B, chs. 22-23, Zogby, chs. 13-14

- 11 T** Iran since 1979 Abrahamian, ch. 6, Zogby, chs. 15, 16 & Afterword
video: “Iran, A Cinematographic Revolution” (Nader Homayoun, 2006)
R Turkey since 1983: Model of Democratization and Development? C&B, 24-25
video: “Beynelmilel” (“The International,” Gülmez & Önder)
- 12 T Paper on Zogby due at Start of Class**
Transformative Forces, 1990-2010: Proliferating
Identity Politics, Electronic Mass
Media, Globalization Thompson, ch. 11, El-Nawawy & Khamis (N&S), ch. 1
R The Electronic Umma N&S, ch. 2
Start group projects to create Vuvox collages on Islamic internet
- 13 T** The Arab Spring of 2011: Potentials? C&B, 26, N&S, chs. 3-4
video: “The Square” (Jehane Noujaim, 2013)
- 14 T** Middle Easterners in Cyberspace: Group Projects N&S, chs. 5-6 & Epilogue
R Review and Catchup

FINAL EXAM, tba