

Term Information

Effective Term Summer 2023
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL Approval

What is the rationale for the proposed change(s)?

Faculty would like the ability to teach this online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2353
Course Title The Middle East Since 1914
Transcript Abbreviation MideastSince1914
Course Description An introductory study of the political, social and cultural history and evolution of Islamic civilization since 1914. The course will examine the impact of outside power on the Middle East, as well as the region's responses to modernity; political, socioeconomic and cultural change; ideological strategy; Islamic identity and globalization; and changes in media of communication.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered
100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance
Previous Value Yes, Greater or equal to 50% at a distance, Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
<i>Previous Value</i>	<i>Prereq: English 1110.xx or permission of instructor.</i>
Exclusions	Not open to students with credit for 3358
<i>Previous Value</i>	Not open to students with credit for 3358 or 540.05.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will gain an introductory understanding of the political, social and cultural history of the Middle East since 1914, and the impact of changes and modernity on Islamic civilization and identity.
Content Topic List	<ul style="list-style-type: none">• Development of Muslim-majority societies since 1914• Impact of World Wars I and II• Struggles against foreign domination• Impact of population explosion• Impact of mass literacy• Media revolutions• Democratization and development under Authoritarian regimes• Origins and pitfalls of the "Arab Spring"
Sought Concurrence	No
<i>Previous Value</i>	

COURSE CHANGE REQUEST
2353 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
03/24/2023

Attachments

- History 2353 (Akin) In-Person Syllabus.doc: Syllabus - In-Person
(Syllabus. Owner: Getson,Jennifer L.)
- 2353 Cover Sheet Signed V2.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson,Jennifer L.)
- History 2353 Syllabus DL (Akin).docx: DL Syllabus
(Syllabus. Owner: Getson,Jennifer L.)

Comments

- Made a few small corrections and uploaded revised docs. *(by Getson,Jennifer L. on 03/15/2023 03:58 PM)*
- Sent back at dept's request. *(by Vankeerbergen,Bernadette Chantal on 03/15/2023 01:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	02/16/2023 12:18 PM	Submitted for Approval
Approved	Soland,Birgitte	03/15/2023 10:28 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/15/2023 01:42 PM	College Approval
Submitted	Getson,Jennifer L.	03/15/2023 03:58 PM	Submitted for Approval
Approved	Soland,Birgitte	03/15/2023 06:51 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/24/2023 03:47 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/24/2023 03:47 PM	ASCCAO Approval



SYLLABUS

HISTORY/2353

The Middle East since 1914

Autumn 2022 (full term)

3 credit hours

Online Synchronous

Meeting Time: TR 11:10am – 12:30pm

COURSE OVERVIEW

Instructor

Instructor: Dr. Yiğit Akın

Email address: akin.16@osu.edu

Office: Dulles Hall 342

Office hours: Via Zoom or in person by appointment

Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course description

This course presents a **foundational overview** of the political, social, economic, and cultural history of the Middle East from the late-nineteenth century to the present. It aims to go beyond the simplistic generalizations and stereotypes about the region and its people by introducing students to the complexities of the Middle East's modern history and its present. The course also aims to enable students to adopt an informed and critical perspective on the region's current conflicts and challenges. Among other issues, we will pay particular attention to the following topics: nineteenth century reformism; economic dependency, imperialism, and anti-imperialism; nationalism and nation state formation; the Israeli-Palestinian conflict; women's experiences; U.S. involvement in the region; the Islamic Revolution in Iran; the rise of Islamist movements; and recent upheavals in the Middle East.

This course offers students the chance to explore these issues through a variety of media—academic works, film, fiction, and other primary sources.

Course Objectives

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.

General education goals and expected learning outcomes

This course counts toward the Legacy GE category of **Historical Studies** or the current GE Category of **GE Foundations: Historical and Cultural Studies**.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

- Reading assignments and in-class discussions will provide students foundational knowledge about the political, social, economic, and cultural history of the modern Middle East and
- Reading assignments, lecture, and in-class discussions will familiarize students with different perspectives, approaches, and methodologies that historians have developed to study the history of the Middle East from the 19th century onwards.
- Writing assignments will help students cultivate analytical skills and improve their ability to develop arguments based on a critical reading of a variety of primary and secondary sources.

GE Foundations: Historical and Cultural Studies

Successful students will meet the goals for either Historical Studies or Cultural Studies course. Historical Studies goals and ELOs are listed below.

Historical Studies Goal:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes (ELOs):

Successful students are able to ...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

This course will fulfill the current GE category Foundations: HCS in the following ways:

- Reading assignments include both primary and secondary sources which will allow us to discuss their differences and understand how historians have employed these sources critically to develop arguments.
- By using methods of historical inquiry, we will study the origins and development of Israeli-Palestinian question; the Islamic Revolution in Iran; nationalism and nation-state formation in the Middle East. We will also discuss different historical perspectives and analyze how historical knowledge is generated to understand these complex issues.
- For their mid-term writing assignment students will use a number of primary and secondary sources (including Sandy Tolan's *Lemon Tree*) to re-examine the Israeli-Palestinian question. They will analyze these sources and employ them in their papers to develop an integrated historical perspective of this conflict which still shapes millions of lives around the world.
- Reading assignments and in-class discussions will offer students an opportunity to re-visit the biases and prejudices that dominate the public discourse about the Middle East and understand the role of historical scholarship to question, challenge, and undermine the stereotypes about the region and its people.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and Synchronous. The course will meet twice a week at set meeting times.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines, attend scheduled class times, and can schedule other assignments and activities on their own time.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions: REQUIRED.**
This class has scheduled, synchronous class times twice a week. Attendance is a critical requirement. Missing more than three classes will affect the participation section of the final course grade. Students will be responsible for reading the assigned texts and having the reading material available to consult during class.
- **Participating in discussion forums: TWICE PER WEEK**
As part of your participation, each week you can expect to post at least twice to the discussion boards.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

The following book is available through the OSU Library and OhioLink. It is also available as hard copy and e-book options via online sellers. All other readings will be available online through Carmen.

Sandy Tolan, *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East* (Bloomsbury, 2007) ISBN-13: 978-1596913431 [Paperback]

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Class Participation	10%
Discussion Posts	10%
Weekly Reflections	20%
Quizzes	10%
Writing Assignment	25%
Final Exam	25%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Participation

You are expected to attend every scheduled session of the course, participate actively, and come prepared to discuss your ideas about the readings on the assigned date. I will assess your performance in our class sessions in terms of three factors—regular *attendance* (how often you attended class), the *quantity* of participation (how often you contributed), and the *quality* of comments (whether your comments or questions showed an engaged reading of the assigned texts; whether your remarks and questions were lucidly presented, demonstrated active listening, and advanced the conversation). Active and high-quality class participation necessitates that you have completed the reading assignment prior to class. Excessive absences will inevitably affect your participation grade.

Academic integrity and collaboration:

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Discussion Posts

Description: Each week you will be assigned a discussion prompt that asks you to write a paragraph or two with citations from the PowerPoint lectures, readings, or other course materials, in which you respond critically to a question that pushes you to think holistically about each lecture. After you have finished you will then respond in a couple sentences to one of your classmates' posts in order to earn full credit. Try to actually engage your classmates (respectfully please), rather than simply agreeing or disagreeing. Bring in your own ideas, sources, etc, to help push the discussion further.

These discussion posts will correspond closely to our in-class discussions, and are meant to both help you prepare for in-class discussions, as well as provide multiple avenues of participation in class. Your first post is due on Wednesday at 11:59pm and the second post is due on Sunday at 11:59pm.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Weekly Reflections

Every Monday evening, by 11:59 p.m., you will be asked to post a one- to two-page reflection (250 to 500 words) on the upcoming week's readings on our discussion board. In these pieces, 1) you should locate the readings' main arguments and analyze their main points, and 2) put them into conversation with our class discussions. To be able to do that you must engage that week's material by reflecting on the themes discussed, the issues and challenges they bring up, and their significance and/or relevance to larger debates within the field of modern Middle Eastern history. Your reflections should address all of the assigned readings/podcasts/videos for the week.

Academic integrity and collaboration:

Your written assignments (including weekly reflection papers) should be your own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Quizzes

Description: To help keep you on track with the readings and the lectures, you will receive four quizzes over the course of the semester. Quizzes will consist of multiple-choice questions based on the lectures and the readings assigned. The quizzes are intended simply to ascertain whether you have done the readings and followed the lectures, and they should be easy if you've read the assigned material and followed the lectures carefully.

Academic integrity and collaboration: I will make quizzes available via Carmen at the end of our class for 10 minutes. Quizzes must be completed alone. Discussing the quiz questions with peers would be a violation of the academic integrity policy.

Writing Assignment

Description: Each student will complete a written assignment based on the reading of *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*, other required texts for the course, and our lectures, videos, and discussions. You will write a 5-6 page paper based on specific questions that will be provided in advance. This assignment is due on October 27th 11:59 p.m. (on Carmen).

Academic integrity and collaboration: Your essay should be your own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Final Exam

Description: Final Essay is a take-home exam for which you will write 5-6 double-spaced page essay in Times New Roman 12pt. as a response to the questions that will be sent out a week prior to the essay deadline. In your final essay, you are expected to provide a structured, organized, and engaging analysis of the weekly readings and other class materials assigned for the course in relation the questions given. The essay writing guide (will be available on Carmen) is designed to help you navigate how to organize

your essay. Essays should be submitted via Carmen by December, 11 at 11:59 p.m. Apart from content, correct grammar, spelling, and writing style will be used to determine your grade in this exam.

Academic integrity and collaboration: Your essay should be your own original work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Assigned Readings

Due to the extreme time limitations imposed upon us by the subject matter, we will not be able to cover every detail in the region’s history, so it is extremely important for you to keep up with the assigned readings. Weekly reading assignments are listed in the course syllabus. You are expected to have completed each assignment by class time on the day it is listed. There is a large amount of diverse information in this course; you can’t hope to master it by cramming at the last minute.

Late assignments

Late submissions will be penalized by taking half letter grade down (ex. A to A-) per each extra day, unless there is a documented emergency.

Grading scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-63	Below 63

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. I will reply to emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for specific guidelines about collaboration and academic integrity in the context of this online class.

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://studentlife.osu.edu/csc/>.

Definition of Plagiarism

Plagiarism is representing the words or ideas of another as one's own. Submitting papers not written by the student is only the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying another student's work in exams and papers; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Enrollment

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

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin (.44), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Revisions of the Syllabus

I reserve the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

One Last Note

No previous knowledge is required for this course, but your success will require a great deal of reading and critical thinking. The workload is manageable if you keep up with the readings, regularly attend lectures, and make an effort to engage with the material and your classmates. I am available during office hours and by appointment. You are always welcome to talk about the week's readings, assignments, or other matters. If you are struggling with this class, please speak with me. I am here to help you learn. Outside of class time and office hours, the easiest way to reach me is via e-mail.

COURSE SCHEDULE

Recurring Due Dates (unless otherwise noted):

Discussion post response to prompt – Due Wednesdays at 11:59pm

Discussion post response to another student – Due Sundays at 11:59pm

Weekly Reflection – Due Mondays at 11:59pm

Quiz – Due at 11:59pm on the day due

Refer to the Carmen course for up-to-date assignment due dates, as well as links to supplementary short video and audio assignments (not listed below)

WEEKLY CLASS SCHEDULE AND READINGS

WEEK I: SETTING THE STAGE

Tue. Aug. 23: Course Introduction

Thu. Aug. 25: The Middle East in the Early Modern Period

- **Read:** Aron Rodrigue, “Difference and Tolerance in the Ottoman Empire,” interview by Nancy Reynolds, *Stanford Humanities Review* 5 (Fall 1995): 81-90. [Canvas]
- **Read:** Elif Batuman, “Ottomania: A Hit TV Show Re-imagines Turkey’s Imperial Past,” *The New Yorker* (17 February 2014) (<https://www.newyorker.com/magazine/2014/02/17/ottomania>)

WEEK II: HISTORICAL BACKGROUND-I

Tue. Aug. 30: The Middle East in an Age of Crisis and Reform

- **Read:** Sam White, “The Little Ice Age Crisis in the Ottoman Empire: A Conjuncture in Middle East Environmental History,” in *Water on Sand: The Environmental History of the Middle East*, 71-90. [Carmen]

Thu. Sep. 1: The Long 19th-Century-I: Defensive Developmentalism

- **Read:** Ömer Faruk Topal, “The Politics of Male Circumcision in the Late Ottoman Empire,” *Middle Eastern Studies* 57:1 (2020). [Carmen]

WEEK III: HISTORICAL BACKGROUND-II

Tue. Sep. 6: The Long 19th-Century-II: The Middle East in the Age of Print and Steam

- **Read:** Ahmad Shokr, “Cotton, Made in Egypt,” in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]
- **Read:** James Gelvin, “Wasif Jawhariyyeh and the Great Nineteenth-Century Transformation,” in *The Modern Middle East: A History*, 106-116 (includes photo essay). [Carmen]

Thu. Sep. 8: The Great War in the Middle East

- **Read:** Yiğit Akın, “War, Women, and the State: The Politics of Sacrifice in the Ottoman Empire During the First World War,” *Journal of Women’s History* 26:3 (2014): 12-35.
- **Recommended:** Yiğit Akın, “How War Changed Ottoman Society,” on *Ottoman History Podcast* (<http://www.ottomanhistorypodcast.com/2019/10/wwi.html>) (55 min.)

WEEK IV:

Tue. Sep. 13: Student Wellness Center Presentation: *Life's Tough, and So Are You!*

Thu. Sep. 15: No Class (Prof. Akin will be attending a conference in Belgium)

WEEK V: POST-WAR SETTLEMENTS AND THE RE-MAKING OF THE MIDDLE EAST

Tue. Sep. 20: Post-War Settlements

- Read: Erez Manela, "The Wilsonian Moment and the Rise of Anticolonial Nationalism: The Case of Egypt," *Diplomacy & Statecraft* 12 (2001): 99-122. [Carmen]

Thu. Sep. 22: Arab World during the Interwar Years [Quiz-1]

- Read: Elizabeth F. Thompson, "Hassan al-Banna of Egypt: The Muslim Brotherhood's Pursuit of Islamic Justice," *Justice Interrupted*, 150-176. [Carmen]

WEEK VI: ORIGINS OF THE ISRAELI-PALESTINIAN CONFLICT

Tue. Sep. 27: Zionism, Palestinian Resistance, and the Origins of the Israeli-Palestinian Conflict

- Read: Elizabeth F. Thompson, "David Ben-Gurion and Musa Kazim in Palestine: Genocide and Justice for the Nation," *Justice Interrupted*, 117-149. [Carmen]
- Watch: "1913: Seeds of Conflict" (<https://www.youtube.com/watch?v=3j6R6ZDTTac>) (54 min.). (This website (<http://1913seedsofconflict.com/>) provides more information on historical characters in the film).

Thu. Sep. 29: The *Nakba* and the Birth of Israel

- Read: "Reflections on al-Nakba," *Journal of Palestine Studies* 28:1 (1998): 5-35.

WEEK VII: AUTHORITARIAN STATE-BUILDING IN THE MIDDLE EAST

Tue. Oct. 4: Authoritarian State-Building: Turkey

- Read: Senem Aslan, "'Citizen, Speak Turkish!' A Nation in the Making," *Nationalism and Ethnic Politics* 13 (2007): 245-72. [Carmen]

Thu. Oct. 6: Authoritarian State-Building: Iran

- Read: Afsaneh Najmabadi, "Authority and Agency: Revisiting Women's Activism during Reza Shah's Period," in *The State and the Subaltern*, 159-177 [Carmen]

WEEK VIII: DECOLONIZATION IN THE MIDDLE EAST

Tue. Oct. 11: Decolonization, Nasser, and the Arab World

- Read: Peter Sluglett, "The Cold War in the Middle East," in *International Relations of the Middle East*, 60-76. [Carmen]
- Read: Khaled Fahmy, "Gamal Abdel Nasser," in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]
- Read: "Speech Delivered by President Gamal Abd al-Nasser at Port Said on the Occasion of Victory Day on 23 December 1961," in Gelvin, *The Modern Middle East: A History*, 359-360. [Carmen]

Thu. Oct. 13: No Class (Fall Break)

WEEK IX: ARAB STATES, ISRAEL, and the PALESTINIANS SINCE 1948

Tue. Oct. 18: Baathism and Authoritarian Regimes in the Arab World

- Read: John F. Devlin, "The Baath Party: Rise and Metamorphosis," *The American Historical Review* 96:5 (1991): 1396-1407. [Carmen]

Thu. Oct. 20: Israel, Arab States, and the Palestinians since 1948 [Quiz 2]

- Read: Joseph Massad, “Zionism’s Internal Others: Israel and the Oriental Jews,” *Journal of Palestine Studies* 25 (1996): 53-68. [Carmen]

WEEK X: THE MIDDLE EAST DURING THE ROARING 1970s

The Writing Assignment is due on October 27th 11:59 p.m. (on Carmen)

Tue. Oct. 25: Israel and the Palestinians during the 1970s

- Read: Avishai Margalit, “Settling Scores” *New York Review of Books* (20 September 2001): 20-24 (corresponding map is here <http://assets.nybooks.com/media/images/tables/14482.pdf>) [Carmen]

Thu. Oct. 27: The Roaring 1970s in the Middle East

WEEK XI: THE IRANIAN REVOLUTION

Tue. Nov. 1: The Iranian Revolution-I: The Background

- Read: CIA Confirms Role in 1953 Iran Coup (<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB435/>)
- Read: “Asadollah Alam’s Diary Details Some Elements of the Shah of Iran’s Rule in 1976 and 1977,” in *Sources in the History of the Modern Middle East*, 200-208 [Carmen]
- Read: “Ayatollah Ruholla Khomeini Denounces the Rule of the Shah of Iran (1975),” in *Sources in the History of the Modern Middle East*, 286-289 [Carmen]

Thu. Nov. 3: The Iranian Revolution-II: The Revolution

- Read: “American Consular Documents Reveal US Diplomats’ Assessment of the Revolution in Iran, 1978,” in *Sources in the History of the Modern Middle East*, 241-245 [Carmen]

WEEK XII: OIL & THE MIDDLE EAST

Tue. Nov. 8: Oil and the Middle East

- Read: David S. Painter, “Oil and the American Century,” *Journal of American History* 99:1 (June 2012): 24-39. [Carmen]

Thu. Nov. 10: The US and the Middle East-I

- Read: Ussama Makdisi, “‘Anti-Americanism’ in the Arab World: An Interpretation of a Brief History,” *The Journal of American History* 89:2 (2002): 538-557. [Carmen]

WEEK XIII: THE US & THE MIDDLE EAST

Tue. Nov. 15: The US and the Middle East-II

- Read: “Islamist Usama Bin Laden Calls on Muslims to Take Up Arms Against America, 1998,” in *Sources in the History of the Modern Middle East*, 293-300. [Carmen]
- Read: Barack Obama, “A New Beginning,” *New York Times* (4 June 2009) (<http://www.nytimes.com/2009/06/04/us/politics/04obama.text.html>)
- Read: Donald Trump, “Saudi Arabia Speech” (21 May 2017) <https://trumpwhitehouse.archives.gov/briefings-statements/president-trumps-speech-arab-islamic-american-summit/>

Thu. Nov. 17: Israel and the Palestinians: The *Intifada* and Its Aftermath-I [Quiz 3]

- Read: “Hanan Mikhail-Ashrawi, The Meaning of the *Intifada*, 1989,” in *Sources in the History of the Modern Middle East*, 252-254. [Carmen]

WEEK XIV: THE <i>INTIFADA</i> AND ITS AFTERMATH

Tue. Nov. 22: Israel and the Palestinians: The *Intifada* and Its Aftermath-II

- Read: Nathan J. Brown, “The Occupation at Fifty: A Permanent State of Ambiguity,” *Current History* (2017): 331-336. [Carmen]
- Read: David M. Halbfinger and Isabel Kershner, “25 Years After Oslo Accords, Mideast Peace Seems Remote as Ever,” *New York Times* (September 12, 2018)
(<https://www.nytimes.com/2018/09/12/world/middleeast/israel-palestinian-oslo.html>)

Thu. Nov. 24: No Class (Thanksgiving)

WEEK XV: RESURGENCE OF RELIGION IN POLITICS: POLITICAL ISLAM
--

Tue. Nov. 29: Resurgence of Religion in Politics: Political Islam - I

- Read: Elizabeth Thompson, “Sayyid Qutb and Ali Shariati: The Idea of Islamic Revolution in Egypt and Iran,” in *Justice Interrupted*, 275-308. [Carmen]

Thu. Dec. 1: Resurgence of Religion in Politics: Political Islam - II

- Read: Olivier Roy, “Islamizing Radicalism,” in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]

WEEK XVI: THE MIDDLE EAST IN THE “AGE OF GLOBALIZATION”

Tue. Dec. 6: From the Arab Spring to the Arab Winter [Quiz 4]

- Read: Ahmad Shokr, “Reflections on Two Revolutions,” *Middle East Report* 265 (Winter 2012): 2-12.
- Read: “Graffiti & the Arab Spring: An Explosive Combination” <http://neatdesigns.net/graffiti-the-arab-spring-an-explosive-combination/>

Final Exams should be submitted via Carmen by December, 11 at 11:59 p.m.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: HIST 2353 (The Modern Middle East since 1914)

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

- A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This course is 100% online and Synchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Direct instruction includes Synchronous lecture/discussion periods twice a week (160 minutes), Discussion posts (30-60 minutes)

Indirect instruction includes: Completing the course readings (2-3 hours), Weekly reflection (2-3 hours), Working on writing assignment / final exam (2 hours)

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities.
Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Student will attend synchronous lectures every week. In addition, they will do assigned readings, watch assigned videos, and listen to the assigned podcasts. They will complete both shorter more frequent writing assignments and one large writing assignments for which they require to use both primary and secondary sources. They will take short multiple-choice quizzes to keep them on track with the lectures and readings. There will be both synchronous and asynchronous opportunities for participation and interaction between students.

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

A substantial portion of our synchronous lectures (15-30 min.) will be devoted to free, academic discussion about the issues that we examine that lecture. I generally organize these discussion/Q&A sessions around broad, open-ended questions, which allow students to reflect upon what they have learned and read. Students will also reflect each others' answers as well. In addition, these discussions will continue on our Discussion Board to which students post their thoughts and reflections about the same questions. In this way, I hope, I will be able to encourage hesitant and shy students to participate and be part of our class community as well.

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Our first lecture is devoted entirely to the introduction and discussion of course goals and expected learning outcomes and how we'll achieve them. Each major assignment will be accompanied by detailed guidelines how to complete those assignments. These will include guidelines about the content as well as the format. For the final assignment, students will have the option to pick a subject to write about. Students will be able to provide feedback through the "mid-term semester evaluation" (prepared by myself) as well as the regular SEIs.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 2/14/2023
 Reviewer Comments:

I have a one recommendation that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- It seems that there are a lot of different activities/expectations under "Attendance and Participation". I recommend disaggregating the weekly reflections as a separate assignment to make student expectations clearer.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

HIST 2353

The Middle East since 1914

Autumn 2022

Meeting Time: TR 11:10-12:30 p.m.

Room: University Hall 082

Instructor: Dr. Yiğit Akin (akin.16@osu.edu)

Office: Dulles Hall 342

Office Hours: Via Zoom or in person by appointment

Welcome to “The Middle East since 1914”!

DESCRIPTION

This course presents a **foundational overview** of the political, social, economic, and cultural history of the Middle East from the late-nineteenth century to the present. It aims to go beyond the simplistic generalizations and stereotypes about the region and its people by introducing students to the complexities of the Middle East’s modern history and its present. The course also aims to enable students to adopt an informed and critical perspective on the region’s current conflicts and challenges. Among other issues, we will pay particular attention to the following topics: nineteenth century reformism; economic dependency, imperialism, and anti-imperialism; nationalism and nation state formation; the Israeli-Palestinian conflict; women’s experiences; U.S. involvement in the region; the Islamic Revolution in Iran; the rise of Islamist movements; and recent upheavals in the Middle East. This course offers students the chance to explore these issues through a variety of media—academic works, film, fiction, and other primary sources.

COURSE OBJECTIVES

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.

CREDIT HOURS AND WORK EXPECTATIONS

This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content) in addition to 6 hours of homework (reading and assignment preparation).

COURSE MATERIALS

Required materials: The following book is available through the OSU Library and OhioLink. It is also available as hard copy and e-book options via online sellers. All other readings will be available online through Carmen.

1. Sandy Tolan, *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East* (Bloomsbury, 2007) ISBN-13: 978-1596913431 [Paperback]

GRADING AND ASSIGNMENTS

Requirements for this course include:

Attendance & Participation	10%
Weekly reading summaries	20%
Quizzes	15%
Writing Assignment	25%
<u>Take home final exam</u>	<u>30%</u>
Total	100%

Grades will be calculated on the following scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-63	Below 63

Attendance and Participation (10%)

You are expected to attend every scheduled session of the course, participate actively, and come prepared to discuss your ideas about the readings on the assigned date. I will assess your performance in our class sessions in terms of three factors—regular *attendance* (how often you attended class), the *quantity* of participation (how often you contributed), and the *quality* of comments (whether your comments or questions showed an engaged reading of the assigned texts; whether your remarks and questions were lucidly presented, demonstrated active listening, and advanced the conversation). Active and high-quality class participation necessitates that you have completed the reading assignment prior to class. Excessive absences will inevitably affect your participation grade.

Weekly Reading Summaries (20%)

Every Monday evening, by 11:59 p.m., you will be asked to submit a one- to two-page reflection (250 to 500 words) on the material covered in the previous week's readings. In these pieces, 1) you should locate the readings' main arguments and analyze their main points, and 2) put them into conversation with our class discussions. To be able to do that you must engage that week's material by reflecting on the themes discussed, the issues and challenges they bring up, and their significance and/or relevance to larger debates within the field of modern Middle Eastern history. Summaries should address all of the assigned readings/podcasts/videos for the week. You will be expected to submit at least 8 such reflections over the course of the semester. You will submit your reading summaries on Carmen.

Quizzes (15%)

To help keep you on track with the readings and the lectures, you will receive four quizzes over the course of the semester. Quizzes will consist of multiple-choice questions based on the lectures and the readings assigned. The quizzes are intended simply to ascertain whether you have done the readings and followed the lectures, and they should be easy if you've read the assigned material and followed the lectures carefully.

Writing Assignment (25%)

Each student will complete a written assignment based on the reading of *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*, other required texts for the course, and our lectures, videos, and discussions. You will write a 5-6 page paper based on specific questions that will be provided in advance. This assignment is due on October 27th 11:59 p.m. (on Carmen).

Take Home Final Exam (30%)

Final Essay is a take-home exam for which you will write 5-6 double-spaced page essay in Times New Roman 12pt. as a response to the questions that will be sent out a week prior to the essay deadline. In your final essay, you are expected to provide a structured, organized, and engaging analysis of the weekly readings and other class materials assigned for the course in relation the questions given. The essay writing guide (will be available on Carmen) is designed to help you navigate how to organize your essay. Essays should be submitted via Carmen by December, 11 at 11:59 p.m. Apart from content, correct grammar, spelling, and writing style will be used to determine your grade in this exam.

Assigned Readings

Due to the extreme time limitations imposed upon us by the subject matter, we will not be able to cover every detail in the region's history, so it is extremely important for you to keep up with the assigned readings. Weekly reading assignments are listed in the course syllabus. You are expected to have completed each assignment by class time on the day it is listed. There is a large amount of diverse information in this course; you can't hope to master it by cramming at the last minute.

OTHER COURSE POLICIES

Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Integrity Policy

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://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct and integrity to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Definition of Plagiarism

Plagiarism is representing the words or ideas of another as one’s own. Submitting papers not written by the student is only the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying another student’s work in exams and papers; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation.

Enrollment

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

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Classroom Etiquette

During the class please turn off your cell phones, Blackberrys, iPhones, iPods, iPads or other electronic devices. Do not monitor your cell phone for incoming calls or messages. The use of laptops in class is not allowed. During our discussions, please be conscientious to others' feelings and treat other students respectfully. Please arrive on time and do not leave the class session in the middle of a lecture. If you have to leave for whatever reason, please speak to me about it prior to class.

Revisions of the Syllabus

I reserve the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

One Last Note

No previous knowledge is required for this course, but your success will require a great deal of reading and critical thinking. The workload is manageable if you keep up with the readings, regularly attend lectures, and make an effort to engage with the material and your classmates. I am available during office hours and by appointment. You are always welcome to talk about the week's readings, assignments, or other matters. If you are struggling with this class, please speak with me. I am here to help you learn. Outside of class time and office hours, the easiest way to reach me is via e-mail.

WEEKLY CLASS SCHEDULE AND READINGS

WEEK I: SETTING THE STAGE

Tue. Aug. 23: Course Introduction

Thu. Aug. 25: The Middle East in the Early Modern Period

- Read: Aron Rodrigue, “Difference and Tolerance in the Ottoman Empire,” interview by Nancy Reynolds, *Stanford Humanities Review* 5 (Fall 1995): 81-90. [Canvas]
- Read: Elif Batuman, “Ottomania: A Hit TV Show Re-imagines Turkey’s Imperial Past,” *The New Yorker* (17 February 2014) (<https://www.newyorker.com/magazine/2014/02/17/ottomania>)

WEEK II: HISTORICAL BACKGROUND-I

Tue. Aug. 30: The Middle East in an Age of Crisis and Reform

- Read: Sam White, “The Little Ice Age Crisis in the Ottoman Empire: A Conjunction in Middle East Environmental History,” in *Water on Sand: The Environmental History of the Middle East*, 71-90. [Carmen]

Thu. Sep. 1: The Long 19th-Century-I: Defensive Developmentalism

- Read: Ömer Faruk Topal, “The Politics of Male Circumcision in the Late Ottoman Empire,” *Middle Eastern Studies* 57:1 (2020). [Carmen]

WEEK III: HISTORICAL BACKGROUND-II

Tue. Sep. 6: The Long 19th-Century-II: The Middle East in the Age of Print and Steam

- Read: Ahmad Shokr, “Cotton, Made in Egypt,” in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]
- Read: James Gelvin, “Wasif Jawhariyyeh and the Great Nineteenth-Century Transformation,” in *The Modern Middle East: A History*, 106-116 (includes photo essay). [Carmen]

Thu. Sep. 8: The Great War in the Middle East

- Read: Yiğit Akın, “War, Women, and the State: The Politics of Sacrifice in the Ottoman Empire During the First World War,” *Journal of Women’s History* 26:3 (2014): 12-35.
- Recommended: Yiğit Akın, “How War Changed Ottoman Society,” on *Ottoman History Podcast* (<http://www.ottomanhistorypodcast.com/2019/10/wwi.html>) (55 min.)

WEEK IV:

Tue. Sep. 13: Student Wellness Center Presentation: *Life’s Tough, and So Are You!*

Thu. Sep. 15: No Class (Prof. Akin will be attending a conference in Belgium)

WEEK V: POST-WAR SETTLEMENTS AND THE RE-MAKING OF THE MIDDLE EAST

Tue. Sep. 20: Post-War Settlements

- Read: Erez Manela, “The Wilsonian Moment and the Rise of Anticolonial Nationalism: The Case of Egypt,” *Diplomacy & Statecraft* 12 (2001): 99-122. [Carmen]

Thu. Sep. 22: Arab World during the Interwar Years [Quiz-1]

- Read: Elizabeth F. Thompson, “Hassan al-Banna of Egypt: The Muslim Brotherhood’s Pursuit of Islamic Justice,” *Justice Interrupted*, 150-176. [Carmen]

WEEK VI: ORIGINS OF THE ISRAELI-PALESTINIAN CONFLICT

Tue. Sep. 27: Zionism, Palestinian Resistance, and the Origins of the Israeli-Palestinian Conflict

- Read: Elizabeth F. Thompson, “David Ben-Gurion and Musa Kazim in Palestine: Genocide and Justice for the Nation,” *Justice Interrupted*, 117-149. [Carmen]
- Watch: “1913: Seeds of Conflict” (<https://www.youtube.com/watch?v=3j6R6ZDTTAc>) (54 min.). (This website (<http://1913seedsofconflict.com/>) provides more information on historical characters in the film).

Thu. Sep. 29: The *Nakba* and the Birth of Israel

- Read: “Reflections on al-Nakba,” *Journal of Palestine Studies* 28:1 (1998): 5-35.

WEEK VII: AUTHORITARIAN STATE-BUILDING IN THE MIDDLE EAST

Tue. Oct. 4: Authoritarian State-Building: Turkey

- Read: Senem Aslan, ““Citizen, Speak Turkish!” A Nation in the Making,” *Nationalism and Ethnic Politics* 13 (2007): 245-72. [Carmen]

Thu. Oct. 6: Authoritarian State-Building: Iran

- Read: Afsaneh Najmabadi, “Authority and Agency: Revisiting Women's Activism during Reza Shah's Period,” in *The State and the Subaltern*, 159-177 [Carmen]

WEEK VIII: DECOLONIZATION IN THE MIDDLE EAST

Tue. Oct. 11: Decolonization, Nasser, and the Arab World

- Read: Peter Sluglett, “The Cold War in the Middle East,” in *International Relations of the Middle East*, 60-76. [Carmen]
- Read: Khaled Fahmy, “Gamal Abdel Nasser,” in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]
- Read: “Speech Delivered by President Gamal Abd al-Nasser at Port Said on the Occasion of Victory Day on 23 December 1961,” in Gelvin, *The Modern Middle East: A History*, 359-360. [Carmen]

Thu. Oct. 13: No Class (Fall Break)

WEEK IX: ARAB STATES, ISRAEL, and the PALESTINIANS SINCE 1948

Tue. Oct. 18: Baathism and Authoritarian Regimes in the Arab World

- Read: John F. Devlin, “The Baath Party: Rise and Metamorphosis,” *The American Historical Review* 96:5 (1991): 1396-1407. [Carmen]

Thu. Oct. 20: Israel, Arab States, and the Palestinians since 1948 [Quiz 2]

- Read: Joseph Massad, “Zionism’s Internal Others: Israel and the Oriental Jews,” *Journal of Palestine Studies* 25 (1996): 53-68. [Carmen]

WEEK X: THE MIDDLE EAST DURING THE ROARING 1970s

The Writing Assignment is **due** on October 27th 11:59 p.m. (on Carmen)

Tue. Oct. 25: Israel and the Palestinians during the 1970s

- Read: Avishai Margalit, “Settling Scores” *New York Review of Books* (20 September 2001): 20-24 (corresponding map is here <http://assets.nybooks.com/media/images/tables/14482.pdf>) [Carmen]

Thu. Oct. 27: The Roaring 1970s in the Middle East

WEEK XI: THE IRANIAN REVOLUTION

Tue. Nov. 1: The Iranian Revolution-I: The Background

- Read: CIA Confirms Role in 1953 Iran Coup (<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB435/>)
- Read: “Asadollah Alam’s Diary Details Some Elements of the Shah of Iran’s Rule in 1976 and 1977,” in *Sources in the History of the Modern Middle East*, 200-208 [Carmen]
- Read: “Ayatollah Ruholla Khomeini Denounces the Rule of the Shah of Iran (1975),” in *Sources in the History of the Modern Middle East*, 286-289 [Carmen]

Thu. Nov. 3: The Iranian Revolution-II: The Revolution

- Read: “American Consular Documents Reveal US Diplomats’ Assessment of the Revolution in Iran, 1978,” in *Sources in the History of the Modern Middle East*, 241-245 [Carmen]

WEEK XII: OIL & THE MIDDLE EAST

Tue. Nov. 8: Oil and the Middle East

- Read: David S. Painter, “Oil and the American Century,” *Journal of American History* 99:1 (June 2012): 24-39. [Carmen]

Thu. Nov. 10: The US and the Middle East-I

- Read: Ussama Makdisi, “‘Anti-Americanism’ in the Arab World: An Interpretation of a Brief History,” *The Journal of American History* 89:2 (2002): 538-557. [Carmen]

WEEK XIII: THE US & THE MIDDLE EAST

Tue. Nov. 15: The US and the Middle East-II

- Read: “Islamist Usama Bin Laden Calls on Muslims to Take Up Arms Against America, 1998,” in *Sources in the History of the Modern Middle East*, 293-300. [Carmen]
- Read: Barack Obama, “A New Beginning,” *New York Times* (4 June 2009) (<http://www.nytimes.com/2009/06/04/us/politics/04obama.text.html>)
- Read: Donald Trump, “Saudi Arabia Speech” (21 May 2017) (<https://trumpwhitehouse.archives.gov/briefings-statements/president-trumps-speech-arab-islamic-american-summit/>)

Thu. Nov. 17: Israel and the Palestinians: The *Intifada* and Its Aftermath-I [Quiz 3]

- Read: “Hanan Mikhail-Ashrawi, The Meaning of the *Intifada*, 1989,” in *Sources in the History of the Modern Middle East*, 252-254. [Carmen]

WEEK XIV: THE *INTIFADA* AND ITS AFTERMATH

Tue. Nov. 22: Israel and the Palestinians: The *Intifada* and Its Aftermath-II

- Read: Nathan J. Brown, “The Occupation at Fifty: A Permanent State of Ambiguity,” *Current History* (2017): 331-336. [Carmen]
- Read: David M. Halbfinger and Isabel Kershner, “25 Years After Oslo Accords, Mideast Peace Seems Remote as Ever,” *New York Times* (September 12, 2018) (<https://www.nytimes.com/2018/09/12/world/middleeast/israel-palestinian-oslo.html>)

Thu. Nov. 24: No Class (Thanksgiving)

WEEK XV: RESURGENCE OF RELIGION IN POLITICS: POLITICAL ISLAM

Tue. Nov. 29: Resurgence of Religion in Politics: Political Islam - I

- Read: Elizabeth Thompson, “Sayyid Qutb and Ali Shariati: The Idea of Islamic Revolution in Egypt and Iran,” in *Justice Interrupted*, 275-308. [Carmen]

Thu. Dec. 1: Resurgence of Religion in Politics: Political Islam - II

- Read: Olivier Roy, “Islamizing Radicalism,” in *Global Middle East: In to the Twenty-First Century*, eds. Asef Bayat & Linda Herrera (University of California Press, 2021) [Carmen]

WEEK XVI: THE MIDDLE EAST IN THE “AGE OF GLOBALIZATION”

Tue. Dec. 6: From the Arab Spring to the Arab Winter [Quiz 4]

- Read: Ahmad Shokr, “Reflections on Two Revolutions,” *Middle East Report* 265 (Winter 2012): 2-12.
- Read: “Graffiti & the Arab Spring: An Explosive Combination” <http://neatdesigns.net/graffiti-the-arab-spring-an-explosive-combination/>