

## HISTORY 589.01E Readings in Modern Middle East

Fall 2015

TBA

SS 113

**Instructor:** Prof. Kuracina

**Office location:** Ferguson Social Sciences 113

**Office hours:** Monday, 3.00pm to 5.00pm; Wednesday, 3.00pm to 6.00 pm; *and by appointment*

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### COURSE INFORMATION

#### Course Materials:

**Books:** The following books are required for this course and can be purchased online. These selections afford insights into historiography and historical methodologies regarding the modern history of the Middle East. Please ensure that the correct edition is purchased:

- Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn* (Stanford University Press, 2007).
- Yo-av Di-Capua, *Gatekeepers of the Arab Past: Historians and History Writing in Twentieth-Century Egypt* (California, 2009).
- Omnia El Shakry, *The Great Social Laboratory: Subjects of Knowledge in Colonial and Postcolonial Egypt* (Stanford University Press, 2014).
- Ilana Feldman, *Governing Gaza: Bureaucracy, Authority and the Work of Rule, 1917–1967* (Duke University Press, 2008).
- David Fromkin, *A Peace to End All Peace* (Holt Paperbacks, 2009).
- Israel Gershoni, Amy Singer and Y. Hakan Erdem (eds.), *Middle East Historiographies: Narrating the Twentieth Century*, (University of Washington Press, 2006).
- Richard Jacquemond, *Conscience of the Nation: Writers, State and Society in Modern Egypt* (The American University in Cairo Press, 2008).
- Jeffrey Kenney, *Muslim Rebels: Kharijites and the Politics of Extremism in Egypt* (Oxford University Press, 2006).
- Fred H. Lawson, *Constructing International Relations in the Arab World* (Stanford University Press, 2006).
- Ussama Makdisi and Paul A. Silverstein (eds.), *Memory and Violence in the Middle East* (Indiana University Press, 2006).

Reference (suggested):

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, eighth edition, (Chicago: University of Chicago Press, 2007).

*Note:* It is imperative that you complete the assigned readings; the material contained therein will drive discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

**Course description:**

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies.

*Prerequisite: Consent of department head.*

This course examines selected scholarly materials about the history of the modern Middle East. It is intended to develop foundations for future graduate work and research; as such, it represents a disparate body of work relative to the student's research interests. A particular thematic emphasis of this independent study of the literature is the emergence and/or development of national identity and the ways in which rhetoric and ideology interact with identity.

The critical techniques and concepts learned in this course will be applied to a final research project focusing on time and narrative. The project will be directed toward a professional audience and is intended to be of publishable quality.

**Student Learning Outcomes:**

By the end of the semester, students should be able to:

- Discuss major interpretive and methodological trends in the history of the modern Middle East

<b>COURSE REQUIREMENTS</b>
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**Instructional, Methods, Activities Assessments:**

Attendance policy: This independent study will meet every week during the instructor's scheduled office hours. The student is expected to attend every class session; attendance will be taken. Each unexcused absence negatively affects the attendance grade. Excessive unexcused absences (more than 3) may be cause for a failing grade in this course, at the instructor's discretion.

The student should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing a class meeting. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then inform the instructor ahead of time.

The class will meet regularly every week for the first quarter of the semester, then every other week once the student's paper proposal has been approved. This schedule is intended to afford the student the opportunity to complete the external research needed for the paper assignment.

Discussion and participation: This course is intended to investigate the significance of historical objectivity and the critique specific historiographical methods and approaches, an objective that will enable the student to transcend mere narrative and enable him/her to integrate historical facts into a broader historical and analytical context. In-class discussion of assigned readings is the primary mode of pursuing this objective.

The student is expected to do the reading as noted in this syllabus and to be prepared to discuss this material.

The student is expected to create and sustain an open intellectual classroom environment which fosters discussion – the student should listen to others’ comments and questions with an open mind and to respect viewpoints other than their own. The student must also be open to understanding why people of the past did what they did, and should not dismiss these actors’ views because they might be perceived as “wrong.”

Participation grade will be based on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Participation will be based on weekly critiques and discussions of the reading material.

Written assignments: There are two main objectives to this course: 1) to provide the student with a fundamental understanding of broad historiographical trends; and 2) to afford the student opportunities to interpret the history in response to more general historiographical questions. The following assignments are designed to facilitate these general goals.

Reviews: The student will write a short analysis of **each** of the assigned readings from the course’s reading list. This book review will be 3–4 pages in length, double-spaced and 12-point font and it must conform to proper citation. Additionally, it must incorporate at least two external reviewers’ assessments of the monograph or collection in question. External reviews generally can be found in JSTOR journals, online publications, in-print reviews, etc., but the source of these reviews must be a professional scholarly publication. If there are any questions about what constitutes a scholarly journal, please ask.

Historiography papers: Each student in this class will write three comprehensive historiography papers on a topic of his/her choice. The student will identify themes that appear in assigned readings and use these papers as a forum for examining these themes in detail. Broadly, papers will be structured as follows: the first assignment examines peculiarities inherent to writing historical study of the Middle East; the second project compares selected histories of the modern Middle East, attempting to identify shortcomings, strengths, opportunities for further research, etc.; and the third paper considers analytical perspectives similar to the second assignment, but with a precise focus on modern Egypt. Paper assignments will be due per the dates listed in the course schedule below. The papers must use footnotes according to Turabian style and must also include a properly-formatted bibliography and a title page that (at least) includes the student’s name and the title of the paper. The text of the paper must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt or its equivalent. The approximate length of each paper should equal ten pages. It may draw

from appropriate external materials as necessary and relevant. This paper may not be submitted in more than one class.

Written assignments will be graded according to the following criteria (as applicable):

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Grading criteria for written work holds true for exams, written quizzes or occasional written “homework” assignments. It is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = less than 59

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for **each day** it is late.
- *Late assignment policy*: Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours or during a scheduled appointment.

### **Grading:**

Student performance will be evaluated as follows:

- Discussion (worth 15% of final grade)

- Book reviews (each review is worth 5% of final grade)
- Historiography papers (each paper is worth 10% of final grade)
- Attendance (worth 5% of final grade)

**All of the requirements must be completed to pass this course**

## TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

## COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

## COURSE AND UNIVERSITY POLICIES AND PROCEDURES

### **Classroom Behavior:**

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you cannot – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

### **Written Assignment Format and Late Assignment Policy:**

Papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; except for the

historiography paper, no cover page is necessary for other written assignments. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We can briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

**Academic Honesty:**

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

**Writing Center:**

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

**Students with Disabilities:**

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library, Room 132  
Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

**Non Discrimination Statement:**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

*Note:* This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

<b>COURSE OUTLINE AND CALENDAR</b>
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**Tentative course schedule (and themes):**

The following schedule is meant to be a guide for students throughout the semester and indicates when reading and written assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

2 September – Introduction

Writing histories of the Middle East

9 September – Israel Gershoni et. al., *Middle East Historiographies*

16 September – Yo-av Di-Capua, *Gatekeepers of the Arab Past*

23 September – **PAPER 1 DUE by 5.00 pm**

Histories of the Modern Middle East

30 September – Fred Lawson, *Constructing International Relations in the Arab World*

7 October – Ussama Makdisi and Paul Silverstein, *Memory and Violence in the Middle East*

14 October – David Fromkin, *A Peace to End All Peace*

21 October – Asef Bayat, *Making Islam Democratic*

28 October – Ilana Feldman, *Governing Gaza*

4 November – Jeffrey Kenney, *Muslim Rebels*

11 November – discussion of paper 2

18 November – **PAPER 2 DUE by 5.00 pm**

25 November – *Thanksgiving: no class*

Readings in the History of Modern Egypt

2 December – Richard Jacquemond, *Conscience of the Nation*

9 December – Omnia El Shakry, *The Great Social Laboratory*

16 December – **PAPER 3 DUE by 5.00 pm**