

The Middle East Since 1258

Dr. Nermeen Mouftah
nmouftah@uic.edu
University Hall, #904

Tues. & Thurs. 3:30-4:45
Behavioral Sciences Building 2119
Office Hours: Tues. 9:30-10:30 & Thurs. 1:30-2:30,
or by appointment

This course examines the region known as the Middle East as it has developed over the past 750 years, beginning with the dramatic Mongol conquests that transformed the region and marked a critical turning point in history. Themes include European colonialism and decolonization efforts, the creation of the modern nation-state system, and the recent revolutionary attempts at instituting new political and social orders. Students will be introduced to the remarkable diversity of the region, as well as the commonalities that unite it. Special attention will be paid to select encounters between a Muslim-majority world and other religions, civilizations, and cultures, particularly as these encounters were enabled by human movement. Along the way, we will consider political uses of the past and how it is documented, remembered, and cited in personal, national, and other collective narratives.

REQUIRED TEXTS

1. Tamim Ansary, *Destiny Disrupted: A History of the World Through Islamic Eyes*, PublicAffairs, Reprint Edition, 2010
2. James Gelvin, *The Modern Middle East: A History*, Oxford University Press, 4th edition, 2016
3. Naguib Mahfouz, *The Day the Leader Was Killed*, Anchor, 2000

*All other readings are available on the course Blackboard site

EVALUATION

- Attendance & Participation **15%**
Reading Responses **25%**
Guide for Travelers **30%**
Two Major Tests **30%**



COURSE REQUIREMENTS

Attendance & Participation (15%)

Attendance and participation in class discussions are vital to your success in this course. Students are expected to come to class prepared, which means (a) having read the relevant readings thoroughly; and (b) being ready to discuss them thoughtfully. This portion of the grade will be dependent upon both the quality and extent of a students' contributions to the class. Note: Students may miss up to 2 classes throughout the semester. These are meant for dealing with life's many and unexpected contingencies. Subsequent absences, however, will adversely affect your grade, unless you can provide acceptable documentation.

Reading Responses (Five for 25%, 5% each)

A careful and critical reading of the assigned texts before class is crucial. I recommend that you underline important arguments, mark passages that confuse you, and look up difficult terms. Prior to each reading, consult the syllabus for the reading questions that will orient you through the readings and prepare you for discussion. For each reading assignment, take notes. These reading notes will encourage you to read actively, rather than passively, and will serve you well when you study.

Reading responses should be posted to the course Blackboard Discussion Board **by midnight** before class. You are required to post at least **five** responses over the term. The response should be about **300 words in length** and show a thorough engagement with the assigned readings/podcasts/films. Some suggestions for your reflections include:

- Reflect on key term(s) in the reading
- Contemplate the week's reading questions
- Come up with your own questions that emerge from the readings
- Draw connections between the week's topic with another week's theme

*Note: While you can schedule your own responses, **you must post twice by the end of Week 6 (Oct. 5)**. Those two posts will contribute to your midterm grade.

All students must write a response on Naguib Mahfouz's *The Day the Leader Was Killed*

A Guide for Travelers (30%)

You will write a guide for travelers to a site or city of your choosing in this accumulative project. The following are suggestions on how to approach thinking of a course theme in your guide.

RELIGION: Create a guide for pilgrims to one of the many religious sites of the diverse faiths of the region.

MARKET: Introduce a trades person to the economic life of a city. What will they find? Where and how can they buy and sell?

POLITICS: Create a guide for a politician, revolutionaries, or colonists introducing them to new terrain

FAMILY: Consider how a grandparent would explain their life to a grandchild. What places would they mark and why?

1. Proposal (5) DUE September 21

In approximately 500 words, your proposal should answer the following questions: What time period is this guide speaking to? Who is author of the guide? Who is the guide's intended audience? Describe what you know (and at this stage *expect of this audience. What sources do you anticipate you will need to consult to write your guide? What visuals might complement the guide? What is the purpose of the guide? (ie. What is the author trying to help the audience achieve or discover?)

2. Annotated bibliography (10) DUE October 17

Identify 4-6 sources for your guide.

Consult: How to Prepare an Annotated Bibliography

<http://guides.library.cornell.edu/annotatedbibliography>

Annotations should include how you anticipate you can use the material to produce your guide.

3. Workshop (5) **November 21**

You will share a draft of the guide with you workshop group who will offer critical feedback. The workshop offers you the chance to share your ideas and learn from others.

Issues to keep in mind during workshop discussions: How are you employing your sources in the guide? How do they inform what you know of the guide's author? How do they inform what you know of the guide's audience? What do you *not know about the subject of your guide? Identify your "blind spots" and explain how you will manage them in the guide.

In the final ten minutes of the workshop you will write and submit reflections on the process. The workshop grade will be based on these reflections.

4. Final Guide for Travelers (15) **DUE November 28**

Your final guide should be approximately 2500 words in length and include a minimum of one visual (including picture, object, map, etc).

Two Major Tests (30%, 15% each)

Tests will ask you to define terms as well as synthesize, compare, and analyze material from films, readings, and class discussions. Be prepared to write analytic essays.

GRADING SCALE

A	90-100%
B	80-89%
C	70-79%
D	50-69%
F	< 50%



Calendar of Important Course Deadlines

September 21: Travel Guide Proposal Due (Blackboard by midnight)
October 5: A minimum of two reflection posts (Blackboard)
October 17: Annotated Bibliography Due (Blackboard by midnight)
October 26: Major Test (in class)
November 21: A Guide for Travelers Workshop (in class)
November 28: A Guide for Travelers Due (Blackboard by midnight)
Exam Period: Final Test will be scheduled by the university

COURSE POLICIES

Attendance | Students are expected to attend class and be prepared to discuss the assigned readings. Both attending class and participating in class discussions are *vital* to your success in this course. To reflect the importance of this component of the class, a significant portion of your grade (15%) has been

reserved for attendance and participation. Students may miss up to three (3) classes throughout the semester. These are meant for dealing with life's many (and often unexpected) contingencies. Subsequent absences, however, will adversely affect your grade, unless you can provide acceptable documentation for *all* your absences. Please note that, because one cannot participate when one is absent, missing many classes will affect *both* portions of the grade.

Religious and Cultural Holidays | Students who wish to observe religious or cultural holidays should notify me of the date they will be absent by the end of the second week of the semester.

Missed or Late Work | A large part of your success at UIC and beyond will depend on your meeting deadlines. The deadlines for all evaluations in this course are listed in the calendar in this syllabus. In order to ensure that you are eligible for the maximum possible grade, you are expected to submit all work by the due date given. **Late submissions will be penalized 5% per day up to a maximum of five days. After five days, I will be unable to accept your submission.** Those who miss a test or an exam will be asked to provide relevant documentation (e.g., a doctor's note in case of illness). In cases of extenuating circumstances, please let me know well in advance.

Student Etiquette | Please ensure that your time in class is well-spent, and that your behavior is not disruptive to your classmates. *Our classroom is a cellular phone and laptop free zone during class time.* Infractions on this policy will result in that session being recorded as an absence.

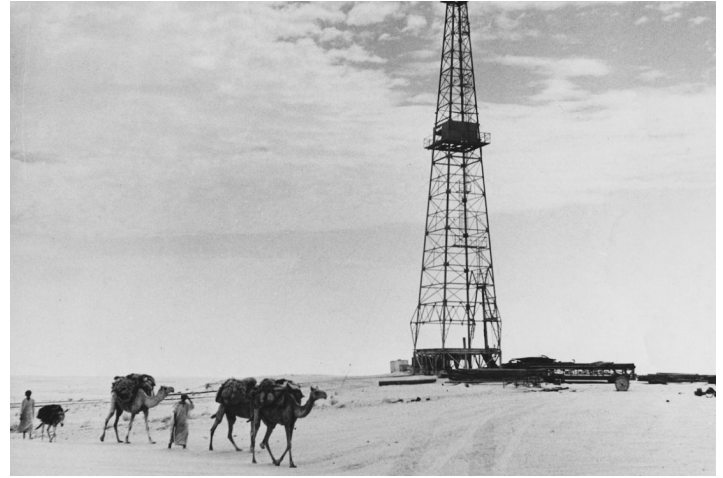
Academic Integrity Policy | As an academic community, UIC is committed to providing an environment in which learning, research, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct are taken very seriously at UIC, and the associated penalties can be serious; they will be handled pursuant to the Student Disciplinary Policy at: <http://dos.uic.edu/conductforstudents.shtml>. In particular, **please review the FAQ at http://tigger.uic.edu/~edelberg/crediting_others/index.htm to ensure that your work steers well clear of anything that could be construed as plagiarism.**

Disability Accommodation | UIC is committed to maintaining a barrier-free environment so that students with disabilities can fully access the programs, courses, services, and activities on offer. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 312-413-0123 (TTY) and/or consult the following link: http://www.uic.edu/depts/oa/disability_resources/faq/accommodations.html.

Tips for Succeeding in this Course

- Use a highlighter and pencil when reading. Mark up your readings and take notes. This process will help you get through the materials and will come in handy when you write your essays, participate in class discussions, and prepare for your papers.
- Come to class consistently, prepared, and on time, and sit somewhere that will allow you to actively engage.
- Raise your hand and speak up.
- Listen to your classmates' contributions.
- Keep all your work organized in your notebook and digital folders, so it is easily accessible throughout the term.

- Come to office hours. You are always free to stop by for any reason.



READING SCHEDULE

WEEK 1 | History through Travel

Aug 29

- Introduction to the course

Aug 31

No Lecture (Eid Al Adha)

- Destiny Disrupted 2, The Hijra, 17-32
- Destiny Disrupted 3, Birth of the Khalifate, 33-52

WEEK 2 | Islamicate Civilizations

Sept 5

- Ross E. Dunn, *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*, "Introduction" 23-31.
- Reza Aslan, "World Wanderer," *Time*, July 21, 2011
http://content.time.com/time/specials/packages/article/0,28804,2084273_2084272_2084270-2,00.html
- Follow the link to "Photos: Retracing a Journey Through the Medieval Islamic World" and "Graphic: One Man's Odyssey."

Sept 7

- Destiny Disrupted 4, The Schism, 53-66
- Destiny Disrupted 5, Empire of the Umayyads, 67-78

WEEK 3 | The Glory and the Fall

Sept 12

- Destiny Disrupted 6, The Abbasid Age, 79-90
- Destiny Disrupted 7, Scholars, Philosophers, and Sufis, 91-116
- Destiny Disrupted 8, Enter the Turks, 117-132

Sept 14

- Destiny Disrupted 9, Havoc, 133-158
- Ian Frazer, "Invaders: Destroying Baghdad," *The New Yorker*, April 25, 2005

WEEK 4 | After the Mongols

Sept 19

- Destiny Disrupted 10, Rebirth, 159-198
- Ibn Taymiyya (1263-1328), from *Introductory Treatise on the Principles of Tafsir*, in *Norton Anthology*, 294-301

Sept 21

- Destiny Disrupted 11, Meanwhile in Europe, 199-216
 - Maria Rosa Menocal, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, "In the Alhambra: Granada 1492," 244-252
- TRAVEL GUIDE PROPOSAL DUE**

WEEK 5 | Colonialism

Sept 26

- Destiny Disrupted 12, West comes East, 217-246

Sept 28

- Robert Tignor, *Al Jabarti's Chronicle of the French Occupation: 1798 Napoleon in Egypt*, "Introduction," 1-15
- Al Jabarti, *Al Jabarti's History of Egypt*, edited by Jane Hathaway, from "The Era of the French Occupation of Egypt," 175-201

WEEK 6 | Islamic Reformism

Oct 3

- Modern Middle East 3, "The Middle East and the Modern World System," 32-43
- Modern Middle East 4, "War, Diplomacy, and the New Global Balance," 44-57

Oct 5

- Destiny Disrupted 13, The Reform Movements, 247-268
- Muhammed Abduh, from *The Theology of Unity*, in *The Norton Anthology of World Religions*, 531-538
- Muhammad Iqbal, "Complaint," in *The Norton Anthology of World Religions*, 542-548

WEEK 7 | Modernity and its Discontents

Oct 10

- Destiny Disrupted 14, Industry, Constitutions, and Nationalism, 269-299

Oct 12

- Modern Middle East 5, "Defensive Developmentalism," 72-89
- Modern Middle East 6, "Imperialism," 90-105

WEEK 8 | Memory and Childhood

Oct 17

- Destiny Disrupted 15, Rise of the Secular Modernists, 301-316
- Robert A. Fernea, *Remembering Childhood in the Middle East: Memoirs from a Century of Change*, "Introduction," 1-5; "The End of the Ottoman Empire (1923)," 7-8
Mansour al-Hazimi (Saudi Arabia), 45-49
- Remembering Childhood, "European Colonial Rule and the Rise of Arab Nationalism (1830-1971); Establishment of the State of Israel (1948)," 67-69
Avraham Zilkha (Iraq), 119-126

ANNOTATED BIBLIOGRAPHY DUE

Oct 19

- Destiny Disrupted 16, The Crisis of Modernity, 317-328

- Remembering Childhood, “New Nations (1952-1962); Oil Wealth and OPEC (1973-); Israeli-Palestinian Wars (1967, 1973); Camp David Treaty (1979); Iranian Revolution (1979),” 163-164
Rafiq Abdul Rahman (Palestine), 212-221
Ali Eftekhary (Iran), 246-252

WEEK 9 | Life in the Post-Colony

Oct 24

- Destiny Disrupted 17, The Tide Turns, 329-348
- Remembering Childhood, The Post-Colonial Middle East (1971-), 253-4
Esther Raizen (Israel), 285-194
Lilia Labidi (Tunisia), 295-301
Mustafa Mirzeler (Turkey/Kurdistan), 329-339

Oct 26

MAJOR TEST

WEEK 10 | Decolonization

Oct 31

- Frantz Fanon, “Algeria Unveiled,” 35-67
- Film: Battle of Algiers

Nov 2

- Naguib Mahfouz, *The Day the Leader Was Killed*

WEEK 11 | History and Fiction

Nov 7

- Naguib Mahfouz, *The Day the Leader Was Killed*

Nov 9

- Modern Middle East 14, “The Israeli-Palestinian Conflict,” 230-257
- Film Clip: Episode from *Arab Labour*, “Independence Day”

WEEK 12 | Economy, Authoritarianism, Revolt

Nov 14

- Modern Middle East 15, “The Autocratic State,” 270-287
- Modern Middle East 16, “Oil,” 288-299

Nov 16

- Modern Middle East 17, “The United States and the Middle East,” 300-316
- Modern Middle East 18, “Resistance,” 317-333

WEEK 13 | Workshop

Nov 21

A GUIDE FOR TRAVELERS WORKSHOP

Nov 23

THANKSGIVING HOLIDAY

WEEK 14 | Historiography of War and Revolution

Nov 28

- Lina Khatib, *Lebanese Cinema: Imagining the Civil War and Beyond*, “Introduction: Lebanese Cinema and the Civil War,” xvii-xxv

- Ussama Makdisi, “Reconstructing the Nation-State: The Modernity of Sectarianism in Lebanon,” *Middle East Report* 200, 23-30
- Film: *West Beyrouth*, 1998, 105 minutes, a film by Ziad Doueiri

A GUIDE FOR TRAVELERS DUE

Nov 30

- Modern Middle East 19, “The Arab Spring,” 334-346
- Modern Middle East, “The End of an Era?” 347-358

WEEK 15 | The Middle East on the Move

Dec 5

- Wendy Pearlman, *We Crossed a Bridge and it Trembled: Voices from Syria*, “Introduction,” excerpts from “Flight”

Dec 7

Course Review: where we’ve been, what we’ve seen