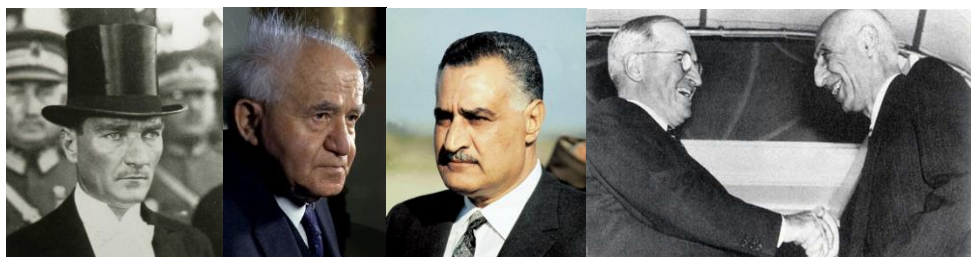


The Modern Middle East



Summer 2020 (58687/3 Credit hours)

ASH 3223 Mondays/Wednesdays 4:45-7:55 p.m. AL 345

Instructor: Dr. Eric J. Hanne **Office:** AL 152 (297-3847)

E-Mail: ehanne@fau.edu **Hrs:** M/W 12-4:00 p.m.

Course Description & Objectives: This course will cover the history of southwest Asia from the post-Suleymanic era of the Ottoman Empire to the modern day. Presented in a survey format, we will cover the major events and developments in the "Middle East" in a chronological format, while also addressing major themes surrounding the history of the peoples of this region. The lectures and readings are all geared toward providing the students a balanced picture of an often-misunderstood region and its history. Key concepts/themes that will be addressed throughout the course include the reasons for the Ottoman decline, the rise of Western influence in the region, responses by the region's peoples to the West (both supportive and combative) and future challenges faced by the region's populace.

This course will be taught from an historical perspective—although some of the events are still ongoing, we will strive to create an academic environment in the classroom to look at the developments squarely in the face and as objectively as possible.

I am teaching this course—as I do my other courses—under the rubric of “the three ‘Rs’”: Rational thought, Respect, and Responsibility. I will discuss what I mean by these and what is expected both on my part and the students’ part during our first session.

By the end of the course students will have been introduced not only to the "background to the headlines," but to the reasoning behind such ongoing controversies as the Palestinian-Israeli conflicts, Islamist movements in the region, and the attempts by modern day "Middle Easterners" to forge their own path into the next millennium.

Course Requirements and Grading: This course will be taught in a lecture format—*periodic discussion sessions will be held throughout the term to discuss the documents from the Clancy-Smith, Smith work.* Active attendance at all class meetings is mandatory—absences and complete passivity in the classroom will be duly noted. Each student will be graded on a straight scale based on the following breakdown:

Documents Assignment I	15% (Monday, May 19, 2020 in Class)
Documents Assignment II	15% (Wednesday, May 28, 2020 in Class)
Documents Assignment III	15% (Wednesday, June 4, 2020 in Class)
Documents Assignment IV	15% (Wednesday, June 11, 2020 in Class)
Take-Home Final	25% (Wednesday, June 18, 2020 in Class)
Arab Uprisings Discussion	05% (Monday, June 23, 2020 in Class)
Attendance and Participation	10% (Throughout the term)

Course Materials:

Gelvin, James. *The Modern Middle East: A History* 2nd edition (Gelvin in syllabus)
Clancy-Smith, Julia and Charles D. Smith. *The Modern Middle East and North Africa: A History in Documents* (Clancy-Smith, Smith in syllabus)
Gelvin, James. *The Arab Uprisings: What everyone needs to know* (Selections on Blackboard)
Online Materials (URLs in syllabus)

FAU Guidelines and Procedures:

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Code of Academic Integrity Policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001: (https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf).

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved

reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Schedule of Class Meetings

Monday, May 12	Topic: Introductions; Setting the Scene Readings: Gelvin, Chapters 1-2 for background.
Wednesday, May 14	Topic: The Region and the World System Readings: Gelvin, Chapters 3-4; Clancy-Smith, Smith, Introduction and Chapter 1
Monday, May 19	Topic: Reform and Renewal? Readings: Gelvin, Chapters 5-7 DUE IN CLASS: Documents Analysis I
Wednesday, May 21	Topic: Too little, too late. Readings: Gelvin, Chapters 8-10; Clancy-Smith, Smith, Chapter 2
Monday, May 26	MEMORIAL DAY HOLIDAY—No Class Session
Wednesday, May 28	Topic: Creating the "Middle East" Readings: Gelvin, Chapters 11-12; Clancy-Smith, Smith, Chapter 3 <u>Hussein-McMahon Correspondence</u> <u>King-Crane Commission Report</u> <u>Sykes-Picot Agreement</u> <u>San Remo Convention</u> DUE IN CLASS: Documents Analysis II
Monday, June 2	Topic: Nationalisms Readings: Gelvin, Chapters 13-15; Clancy-Smith, Smith, Chapter 5
Wednesday, June 4	Topic: A Plethora of -isms Readings: Gelvin, Chapters 13-15 <u>UN Resolution 181</u> DUE IN CLASS: Documents Analysis III

Monday, June 9	Topic: Challenging the Status Quo Readings: Gelvin, Chapter 16-18; Clancy-Smith, Smith, Chapters 4 and 6
Wednesday, June 11	Topic: Revolt or Revolution? Readings: Gelvin, Chapter 19 Due in Class: Documents Analysis IV
Monday, June 16	Topic: New Players = New Rules?!? Readings: Gelvin, 20; Clancy-Smith, Smith, Chapter 7
Wednesday, June 18	Topic: Redrawing Maps? Readings: Gelvin, review Chapters 14 and 18 DUE IN CLASS: Take Home Exam
Monday, June 23	Topic: "The Arab Spring" Discussion Readings: Assigned Excerpts from Gelvin, J. <i>The Arab Uprisings</i> (Blackboard)

Primary Document Analysis Assignments:

General Guidelines:

1. Place your name, the course name, and the date on the upper-right corner of the first page.
2. Papers must be typed (i.e., word-processed), double-spaced on 8 ½ x 11" paper.
3. A 1" border (*no more, no less*) for the top, bottom, right, and left margins.
4. Typeface shall be no larger than 12 point
5. Papers should be 3-5 pages in length.
6. In writing their papers, students *must use* the Chicago Manual of Style method for Citations, Bibliographies, as well as other matters.
7. I will deal with Plagiarism severely following the FAU guidelines for dealing with Academic Integrity. (Consult your UG Catalogue/syllabus for the procedures). Use these as your guidelines and let it be known now that I have unfortunately had to deal with this in the past—an unpleasant but necessary duty that I take *quite* seriously.

Breakdown of Individual Assignments:

Document Analysis I:

Throughout the “long nineteenth century,” Europeans and Americans developed a definitive view of the “Orient.” This view informed their policies and actions during this period. At the same time, many among the elite indigenous population developed their own singular views of the “West.” Using at least three of the document sets provided, make the case for what you believe are the salient features of these views.

Document Analysis II

In the decades leading up to the onset of the First World War, the region was far from stagnant. The intrusion and occupation by “western” countries was met with the ongoing desire on the part of the indigenous population to reform and revitalize their position on the world stage. From reviewing at least three of the documents provided in Chapters 1 and 2, make the case for whether to desire to reform was internally motivated or externally.

Document Analysis III

We have discussed throughout the course that we are experiencing in the twenty-first century the legacy of the post-World War I creation of the Modern Middle East. Using the at least three documents from Chapters 3 and/or 5 make the case for why this legacy is a product of current regional concerns or why this legacy has “manifested itself” consistently throughout the decades following the First and Second world wars.

Document Analysis IV

It is clear that the populations of the region “did not go quietly into that good night” when it came to addressing both internally- and externally-wrought upheaval in their societies. Using at least three documents found in Chapters 4 and 6 make a case for what you believe to be the most important calls for change and reform in the region, outlining the key constituents involved and the methods they are using to achieve their goals.