

History 1503: The Modern Middle East and North Africa

Syllabus

New York College of Technology

The City University of New York

History 1503

Spring 2016

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Course Objective: By the end of this course, students should have a nuanced vision of the politics, society and culture of the modern Middle East and North Africa. The course will be chronological in approach and begin at the end of the 18th century and conclude with the contemporary Middle East and North Africa (MENA). Major themes that will be addressed in this course are: colonialism, empire, gender, class, religion, sectarianism and contemporary revolution.

Course Requirements:

Regular attendance is mandatory and all unexcused absences will count against the student's final participation grade.

Required Texts (the total cost of these texts online is less than 50.00)

The History of the Modern Middle East

The Road to Al-Qaeda

The Yacobian Building

The Modern Middle East and North Africa

William Cleveland
Montasser Zayyat
Alaa al-Aswany
Clancy-Smith and Smith

Assignment Breakdown:

Map Quiz 5%

Novel Paper 10%

Film Paper 10%

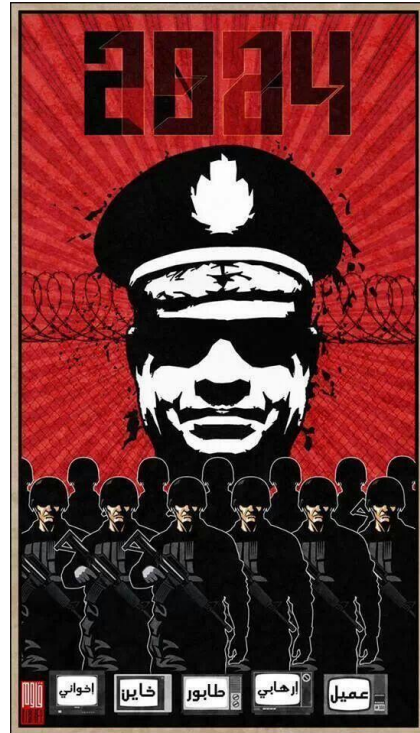
Road to al-Qaeda 10%

Quiz 1 10%

Quiz 2 10%

Quiz 3 10%

Primary Source 10 %



Peer to Peer 10%
Attendance and participation 15%

Assignments

Primary Sources

Each of these papers will be no longer than 450 words, but no shorter than 300. Please write **three single spaced** paragraphs and use **Times New Roman 12pt** font or something comparable.

Primary Source Paper: You will write on three of the four options. EVERYONE MUST WRITE THE FIRST ASSIGNMENT.

P1- Should provide the title of the source, a very brief summary of the text and say what students hope to critique-argue in P2. Students need to provide an argument-thesis driven statement. A summary alone is neither desirable nor enough to thoroughly complete the assignment.

P2- Should be an analytical paragraph that provides (at least) one example from the text to support the author's claim...ie. The slave's story provides insight into the cruelty of the system, "insert quotation from text here." Using direct quotations provides clarity and helps to support the author's claims.

P3- Should summarize briefly what was covered in P1 and P2 and also say something about the significance of this document for the study of world history and how it shows global interconnectivity. Do not throw this paragraph away, put as much effort into it as P1 and P2.

Short Papers

All papers should be written in 12 point, Times New Roman Font and double spaced. Please use Chicago style citations (see link below) for the papers and provide a bibliography (work cited) for all papers. Keep the word count within these strict parameters. Going over the word count is as bad as being under.

Resource for citations

<https://owl.english.purdue.edu/owl/resource/717/01/>

THE YACOBIAN BUILDING

Please use the guidelines below to write this paper. It is important to look at these questions in advance in order to help you read the novel in such a way that will make it productive for your paper.

This paper should be 3 pages and consist of an introduction and conclusion paragraph along with three body paragraphs to support your claims. Each paragraph should discuss a different aspect of how one of the characters represents Egypt.

Please discuss how Egypt is represented through one of the characters in the novel.

Film Summary

The film summary should be around 700 words, but not longer than 800. The film summary should be four to five paragraphs long.

P1-Should briefly introduce the film and introduce the argument at the end of the paragraph. This paragraph should be no more than 250 words.

P2-P3 or P4- Should provide evidence to support the author's argument, but also provide analysis and observations that will support the author's claim about the film

P5- Should provide a conclusion that recaps the argument and reflects on what was discussed in the paper. Again do not throw this paragraph away. It's the last chance to make a good impression!

The Road to al-Qaeda

Please write a 3 page paper and use the guidelines below to write this paper. It is important to look at these questions in advance; it will make the process of writing much easier.

Research question: How does the author represent Ayman Zawahiri? Was there a transformation moment in his life? What shaped and affected who he would become? What is Osama bin Laden's role in al-Qaeda? Is he the mastermind, according to the book?

Peer-to-Peer

On the days that we have peer-to-peer learning, you are expected to have read the assigned chapters and arrive to class with 4 or 5 sentences addressing two terms related to the lecture/reading that will be posted on blackboard for that day. You are allowed to skip this assignment once. Based on your answer, you will receive a score between (0-5) depending on the caliber of the answer. Written feedback will be limited, so if you have a question concerning your score-come and see me directly.

Do not lift text from the book and represent the information as your ideas. Remember to use quotation marks for statements taken from the text and always cite the text and pages or you will receive no points for the assignment.

Please answer

Who? What? Where? When? How? Historical Significance?

Content Learning Outcomes and Assessment Measures

<u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:	<u>ASSESSMENT METHOD:</u> Instructional activity and evaluation methods. Students will:
Distinguish between different approaches to world history.	Read and discuss a variety of historical texts. Students will use these texts to complete written assignments and presentations.
Understand how historians utilize sources and critical analysis to draw historical conclusions.	Use primary and secondary sources to create their own historical conclusions. Students will discuss their conclusions in written quizzes and exams, as well as in oral in-class presentations.
Explain how the impact of western and non-western peoples shaped the foundation of the modern world.	Read from a variety of primary and secondary sources in history, philosophy, sociology, and economics. Students' content knowledge and critical thinking ability will be tested through in class quizzes and exams, as well as through in-class discussion.

*assessment rubrics can be found on blackboard and classroom website on openlab.

General Education Objectives and Assessment Methods

<u>LEARNING OBJECTIVES:</u> For the successful completion of this course, students should be able to:	<u>ASSESSMENT METHOD:</u> Instructional Activity, Evaluation Methods and Criteria.
<p><u>KNOWLEDGE:</u> Engage in historical inquiry, research, and analysis.</p> <p><u>Skills:</u> Understand the complex nature of the historical record and generate significant, open-ended questions about the past and devise research strategies to answer them.</p>	<p>Students will demonstrate the ability to evaluate a variety of historical sources for their credibility, position, and perspective, as well as contextualize materials from the past with appropriate precision and detail.</p> <ul style="list-style-type: none"> • assignments that examine competency are primary source analysis and primary source worksheets <p>Students will demonstrate the ability to 1) Distinguish between primary and secondary source materials and decide when to use each, 2) Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past, and 3) Recognize the value of conflicting narratives and evidence, 4) Generate significant, open-ended questions about the past and devise research strategies to answer them, 5) Seek a variety of sources that provide evidence to support an argument about the past, 6) Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence, and 7) Identify and summarize other scholars' historical arguments. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations.</p> <ul style="list-style-type: none"> • all written assignments in this course will build these skills

LEARNING OBJECTIVES: For the successful completion of this course, students should be able to:	ASSESSMENT METHOD: Instructional Activity, Evaluation Methods and Criteria.
<p>Integration: Craft historical narrative and argument.</p>	<p>Students will demonstrate the ability to 1) Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed, 2) Write effective narrative that describes and analyzes the past for its use in the present, 3) Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation, and 4) Defend a position publicly and revise this position when new evidence requires it. Students will demonstrate this competency complete written exams, quizzes, assignments, in-class discussion and presentations.</p> <ul style="list-style-type: none"> • Peer to peer, quizzes, novel and film summary essays will develop these skills
<p>Values, Ethics, and Relationships: Practice historical thinking as central to engaged citizenship.</p>	<p>Students will demonstrate the ability to 1) Engage a diversity of viewpoints in a civil and constructive fashion, 2) Work cooperatively with others to develop positions that reflect deliberation and differing perspectives, and 3) Apply historical knowledge and analysis to contribute to contemporary social dialogue.</p> <ul style="list-style-type: none"> • Peer to peer, quizzes, novel and film summary essays will develop these skills

Grade Breakdown

- 93-100 A (exceptional)
- 92-90 A- (superior)
- 87-89 B+ (very good)
- 83-86 B (good)
- 80-82 B- (above average)
- 77-79 C+ (slightly above average)
- 70-76 C (average)
- 60-69D (poor)
- Below 59 F (fail)

Please note that there are no plus or minus grades below C so be mindful that if you fall below 70 there is no cushion. Keep on top of your grades and come see me during office hours if you feel like you are lagging behind.

Also note that missing one or more assignments nearly guarantees that you will not get a score above a D. If you cannot do an assignment or attend a test, you must inform the professor **in advance** and ask for an extension. **THERE IS NO LATE WORK**

Course and Classroom Policies:

In order to provide an atmosphere of mutual respect that fostered intellectual cooperation and free thinking the following criteria for the classroom are not negotiable. These policies are based on my experience as a professor and do not necessarily reflect you as individuals or students.

1. Racism, sexism, classism, homophobia or verbal abuse of another student or the professor is unacceptable. The classroom is a space to encourage intellectual exchange and must always be treated as such. If there are differences of opinions, they will be discussed in intellectual enriching ways. Shouting matches are not acceptable. Shame is not allowed either.
2. All students and professor recognize that this classroom is a learning environment. Shouting out during class, dominating discussions or question and answer periods silence students who are less comfortable with talking in class. Please be courteous to your colleagues and recognize that while they may not share your perspective-it is everyone's classroom. Learning is uncomfortable in many ways. Students and the professor may offer perspectives that you may not agree with, may find offensive and may wholeheartedly believe are wrong. However, it is everyone's classroom and being confronted with ideas that upset our worldview is a healthy and necessary process in a globalized world.
3. If you have any concerns or health related issues that you would like to share, in order to offer a perspective on who you are as a student, please bring them forward via email or in person at the beginning of the semester. We all have struggles and difficulties that may affect how we learn and understand material and the classroom experience. For me to be a better teacher, mediator and mentor-this information helps.
4. All reading and writing assignments are mandatory and must be turned in **at the start of class**. If you arrive late without notice, your paper will not be accepted. If a student requires an extension this must be discussed prior to the due date of the assignment.
5. I give extensions, but there are NO late papers.
6. Tardiness is disruptive. Please arrive at the scheduled meeting time. If you are 20 minutes or more late, I will mark you absent. If you are 30 minutes late, I will not allow you to enter the class. Three late arrivals are equal to one absence.
7. Texting or use of a cell phone in class is not allowed-ever. If you must text or call someone, go outside. If you text in class, I will not shame or berate you, but I will mark you absent for that day. This is non-negotiable.
8. Do not email me papers, I only accept hard copies. If you are going to be absent on a day that an assignment is due, get it to me in hard copy beforehand. (Put it in my box N611)
9. Don't do homework from other classes. I will mark you absent. Stay home and do your homework in your room.
10. Attendance is mandatory; all absences are unexcused unless the instructor is notified in advance. Unexcused absences will affect the student's final grade. Six unexcused absences equal an F in this course.

11. No sleeping. If you are too tired to attend the class then send the instructor an email and do not attend. You will be marked absent if you sleep.
12. Chatting with other classmates during a lecture is unacceptable. It will be noted and affect participation grade.
13. Plagiarism of any kind will result in an F in the course. (Plagiarism and forms of plagiarism are defined below)
14. All interactions between students and instructor are to be respectful. All emails and conversations will be one of mutual respect in which neither party ridicules, insults or is disrespectful to the other. If there are any disagreements about perspectives between professor and student, the student recognizes that the professor's perspective comes from years of reading, learning and lecturing. The professor expects that the student comes directly to her to discuss any differences in a calm respectful manner.
15. The instructor will provide well prepared lectures, assist students at any length and answer all questions and concern with respect and courtesy.
16. I respond to emails between 9-5pm M-F- If you send me an email late at night or over the weekend, it will take me longer to get back to you then when I am at school during the week.
17. I give lots of feedback- It is meant to help you improve for your next assignment. It is never meant to hurt or insult you.
18. If you have a question about an assignment, grades or anything related to this course, please refer to this syllabus first. Most answers can be found here.
19. The syllabus is the law regarding grades, policies and assignment deadlines. However, it is a guide regarding pace and content. The culture of the class affects the pace.
20. This syllabus will serve as a contract between student and instructor and if at any time there is any question with regard to the policies of the classroom, this syllabus will serve as the foundation.

Plagiarism: What is it?

There are many forms of plagiarism, some intentional and others are accidental. Most often, the form of plagiarism that pervades is unintentional and is based on the student's lack of understanding on proper methods to cite sources.

Intentional Plagiarism

The most egregious form of plagiarism is the "cutting" and "pasting" of sentences or paragraphs of work that is not your own. Turning in work that is not your own or has been used in another class is plagiarism. Using an idea that is not your own and representing it as such is also plagiarism.

Week 3: Part Two The Beginnings of The Era of Transformation	Feb 15: No class Feb 17: Chapter 5 Cleveland/ Occupation of Tunisia	W: Primary Source 1: Everyone must do it-Smith “Cairo vs. Istanbul” Muhammad Ali page 65-66 or Hekakyan pg. 67-68.
Week 4: Part Two The Beginnings of The Era of Transformation	Feb 22: Chapter 8 Cleveland Feb24: Chapter 9 Cleveland	W: Peer to Peer
Week 5: Part Three The Struggle for Independence: The Interwar Era to the End of WWII	Feb 29: Chapter 10 Cleveland/Review Mar 2: Quiz	W: Quiz
Week 6: Part Three The Struggle for Independence: The Interwar Era to the End of WWII	March 7: Chapter 11 Cleveland March 9: Chapter 12	M: Primary Source- Smith Egypt: European Influences and the Definition of Culture- p. 164-166 or 179-181
Week 7: Part Three The Struggle for Independence: The Interwar Era to the End of WWII	March 14: Chapter 13 March 16: Chapter 14	M: M: Bring Smith Readings TBA W: Peer to Peer
Week 8: Part Four The Independent Middle East From the end of WWII to the 1970s	March 21: Chapter 15 March 23: No School	M: Primary Source-Smith 222-224
Week 9: Part Four The Independent Middle East From the end of WWII to the 1970s	March 28: Chapter 16 March 30: The Algerian Revolution	M: Peer to Peer W: Primary Source-Smith 216-220
Week 10: Part Four The Independent Middle East From the end of WWII to the 1970s	April 4: Chapter 17 Cleveland/ Review April 6: Quiz	
Week 11: Part Five Challenges to the Existing Order: The Middle East in the 1990s to the 2000s	April 11: Chapter 18 April 13: Film	M: Bring Smith Readings TBA
Week 12: Part Five Challenges to the Existing Order: The Middle East in the 1990s to the 2000s	April 18: Film April 20: Chapter 19/ Discussion of Film	Film Paper Due
Week 13: Spring Break	April 25: Spring Break April 27: Spring Break	
Week 14 Part Five Challenges to the Existing Order: The Middle East in the 1990s to the 2000s	May 2: Chapter 20 May 4: Chapter 22 Cleveland	M: Bring Smith Readings TBA W: <i>Yacobian Building</i> Paper Due
Week 15: Part Five Challenges to the Existing Order: The	May 9: Chapter 23 Cleveland May 11: Chapter 25 Cleveland	M: Bring Smith Readings TBA W: Peer to Peer

Middle East in the 1990s to the 2000s		
Week 16: Part Five Challenges to the Existing Order: The Middle East in the 1990s to the 2000s	May 16: Chapter 26 May 18: Review/ Road to al-Qaeda	M: Primary Source Make-Up 259-262 W: Road to Al-Qaeda Paper Due
Week 17: Final	May 23: Final Quiz	

