

**GREAT BASIC COLLEGE**  
**ISLAMIC AND MIDDLE EASTERN HISTORY SINCE 1750**

HIST-478B, section 1001 — Fall 2016 (29 August 2016 — 16 December 2016)

Class Number: 91578; Web-Based Course

*Please read this syllabus carefully and let me know if you have any questions.  
Otherwise, I will assume you have read and understand the syllabus.*

**INSTRUCTOR INFORMATION**

Dr. Scott A. Gavorsky  
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Phone: 775.753.2122  
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Office: DCIT 121, Elko Campus  
Hours: M & W: 2:30pm – 4:00pm  
T & Th: 10:00am – 11:30am  
F: by appointment

**CATALOG DESCRIPTION**

An examination of the Middle East from the 18th century to recent times. The predominant focus will be on how the indigenous leadership and peoples of the region grappled with the challenges posed by the advent of the modern world.

Credits: 3.0

Prerequisites: Completed 40 hours, incl. PSC 101 or (HIST 101 and 102), or instructor approval

**COURSE DESCRIPTION**

This course examines the history of the region known as the Middle East from the mid-seventeenth century to the present. After reviewing the fundamentals of Islam and Muslim society, we will be looking at the fragmentation of the Middle East with the decline of the Ottoman Empire in the face of a newly-aggressive Europe. A chief area of interest in the course will be how Muslim countries in the region became integrated into world systems dominated by Europe and the United States emerging in the nineteenth and the twentieth centuries. We will also be looking at how the integration into these world systems created both opportunities and challenges for indigenous leaders and populations.

**REQUIRED COURSE TEXTS**

All books are available at the GBC Bookstore. I have also provided the ISBNs for those who desire to purchase them elsewhere. ***It is the student's responsibility to acquire all textbooks.***

James L. Gelvin. *The Modern Middle East, a History*, fourth edition. New York and Oxford: Oxford University Press, 2016. (ISBN-13: 978-0190218867)

Malise Ruthven. *Islam: A Very Short Introduction*, second edition. Oxford: Oxford University Press, 2012. (ISBN-13: 978-0199642878)

Smith, Charles D. *Palestine and the Arab-Israeli Conflict: A History with Documents*. Eighth edition. Boston and New York: Bedford/St. Martin's, 2013. (ISBN-13: 978-1457613487)

Cockburn, Patrick. *The Rise of Islamic State: ISIS and the New Sunni Revolution*. London and New York: Verso, 2014. (ISBN-13: 978-1784780401)

WEBCAMPUS: Additional weekly readings are available through the class WebCampus site; assume that any readings not listed above are on WebCampus unless noted otherwise.

Students should be familiar with WebCampus software. As a web-based course, regular internet connection and familiarity with basic software (web browser, word processing capable of producing .doc, .rtf, .odt, or .pdf files, pdf reader (Adobe Reader 8 or later recommended), and video/mp3 player) is assumed. Students will also need to be able to produce a slide presentation with sound for the Research Paper Presentation project. No additional special software is required to be downloaded for the course.

### **METHOD OF INSTRUCTION**

Reading assignments, drawn from both the textbook and additional primary source readings, are given each week, and should be completed as listed in the syllabus. As a seminar course, the readings will be the focus of course work and discussion. The readings will be supplemented by 1 or 2 lectures (usually around 30-45 minutes in length each) providing additional details. **Note that the lectures are NOT substitutes for the readings.** Lectures include both visual and audio components. Most weeks will require a series of discussion postings. The discussions and assignments will draw from both the readings and lectures, and all assignments are cumulative. Students should expect to work approximately 6 to 8 hours a week to complete all assignments adequately.

### **COURSE REQUIREMENTS**

1) **THIS IS NOT A SELF-PACED COURSE.** Readings and assignments should be completed as they are listed in the syllabus and course modules. The course module containing the materials for the following week will be available at 12:01 am on Sundays.

2) This course requires the fulfillment of all class assignments and participation in class activities, including the weekly seminar discussions. Key to fulfilling these requirements is regular class participation and turning in assignments on time. GBC policy (given on page 68 of the *GBC General Catalog 2016-2017*) allows no more than three unexcused absences in a 3.0 credit hour course. Students who exceed the unexcused absence limit may be dropped from the course. ***It is your responsibility to contact me about any missed absences or conflicts in advance.***

3) Class discussions are an important part of the course, and active participation is necessary. A total of 10 discussions are required. The discussions will require an initial post responding to the prompts of about 300 words by Fridays of the given week by 11:59 pm, and two responses to colleagues' posts of about 150 words each by Sunday at 11:59 pm. More specific details are available in the Discussion Requirements page on WebCampus.

4) ***Please note that we will be discussing topics of a mature and/or controversial nature, touching on issues of religious, political, and sexual violence. I expect everyone to adhere to common standards of courtesy and decorum.*** Failure to abide by common standards of classroom behavior will result in removal from the class.

5) In addition to the required participation in class discussions, the following assignments are required (brief summaries given below; full details will be made available over the course of the semester):

- Modern Middle East Map Test: Covering the political, geographical, and urban structure of the Middle East as it exists today.

- Midterm Exam – taken home written essay exam (5-6 pages).
- Final Research Paper (13-15 pages): Each student will choose a topic in the history of the modern Middle East in consultation with me. The project consists of three sub-components to be undertaken over the course of the semester and the final paper:
  - a. Research Paper Topic Proposal (2 pages)
  - b. Journal Article Review (5-6 pages)
  - c. Research Paper Presentation (10 minutes)
  - d. Final Research Paper (13-15 pages)

All overdue assignments will be penalized 1 letter grade (10%) per day (including weekends and holidays). **Failure to complete the Final Research Paper will result in Failure in the Course.** No rewrites or re-dos of assignments are allowed.

No Incomplete grades will be given except under extremely unusual circumstances, and per the policies outlined in the *GBC General Catalog 2016-2017*, page 70.

**6) Cheating (including the use of unauthorized sources) and plagiarism (including the usage of another’s work without citation) will be handled with the greatest possible severity. Penalties can include grade reduction, a zero on the assignment and an automatic failure in the course.**

The Social Science Department at Great Basin College has adopted a mandatory reporting policy: “All incidents of unintentional plagiarism or academic dishonesty identified in any social science course require reporting to the Vice President for Student Services (VPSS) and disciplinary action. This policy is in accordance with Nevada System of Higher Education (NSHE) *Code Title 2, Chapter 6* and Great Basin College (GBC) policy on Student Conduct and Academic Honesty as detailed in the GBC catalog.”

7) Writing is an important component of the course, and essential to an active life as a professional and a citizen. These will be graded on both content (accuracy, argument, and evidence) and writing (grammar, syntax, clarity, structure, and style). This includes the proper citation of all sources used in assignments.

8) **E-Mail Policy:** I will be checking e-mail regularly, but I am not necessarily online constantly. Please do not expect immediate replies, although I will do my best to respond to all e-mails within 24 hours.

9) **Reasonable Accommodation Statement:** Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. [The Disability Services Office](#), located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodation, assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

10) **Campus Security:** GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as

the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security (775.753.2115) or the Vice President for Student Services (775.753.2282).

## **GRADING CRITERIA**

### **Assignment Breakdown**

Class Participation and Discussion	25%	(as noted in syllabus)
Modern Middle East Map Test	10%	(Sunday, 18 September 2016)
Midterm Exam (5-6 pages)	15%	(Sunday, 23 October 2016)
Term Paper		
Topic Selection	5%	(Sunday, 25 September 2016)
Journal Article Review	10%	(Sunday, 16 October 2016)
Research Presentation (10 minutes)	10%*	(Sundays of weeks 11 / 12)
Final Research Paper (13-15 pages)	25%	(FRIDAY, 16 December)

*Failure to submit the Final Research Paper will result in Failure in the Course.*

\* Note the Class Presentations will be held in two groups during Weeks 11 and 12. The groups will be assigned at the end of the second week of class (end of Drop/Add period).

**Grading Schedule:** Generally, discussions will be graded within a week of submittal; longer assignments will be graded within two weeks. Any delays will be posted on WebCampus.

### **Grade Scale:**

A	Superior: Demonstrates exceptional competence	93% - 100%
A -		90% - 92%
B +		87% - 89%
B	Above Average: Demonstrates competence	83% - 86%
B -		80% - 82%
C +		77% - 79%
C	Average: Suggests competence	73% - 76%
C -		70% - 72%
D +		67% - 69%
D	Below Average: Suggests incompetence	63% - 66%
D -		60% - 62%
F	Failure	Below 59%

A student may opt for a “W” grade up until the 13<sup>th</sup> week of class; after **Wednesday, 2 November 2016**, no “W” grades will be assigned. Incompletes are only given in extremely unusual circumstances, generally resulting from medical emergencies. It is the student’s responsibility to inform me if the class is being audited.

## **WEEKLY COURSE AND READING SCHEDULE**

### **WEEK 1 (8/29): Introduction: The Middle East--A Region and an Idea**

- Readings: Bernard Lewis, "Introduction" from *The Middle East: A Brief History of the Last 2,000 Years*  
Bernard Lewis, "The Revolt of Islam," *The New Yorker* (19 November 2016)  
Rached Ghannouchi, "From Political Islam to Muslim Democracy," *Foreign Affairs* 95.5 (Sep/Oct 2016)  
Islamic State, "Why We Hate You and Why We Fight You," *Dabiq*, no. 15 (Shawwal 1437 = July 2016)
- Assignments: Review Syllabus and Course Policies  
Discussion # 1

### **WEEK 2 (9/4): The Fundamentals of Islam**

- Readings: Ruthven, Chapters 1 through 4  
Selections from the Qu'ran
- Assignments: Discussion # 2

### **WEEK 3 (9/11): Islamic Civilization and Women**

- Readings: Ruthven, Chapter 5  
Umm Khalid al-Finlandiyyah, "How I Came to Islam," *Dabiq*, no. 15 (Shawwal 1437 = July 2016)  
Islamic State, "The Fitrah of Mankind and the Near Extinction of the Western Woman," *Dabiq*, no. 15 (Shawwal 1437 = July 2016)  
Valentine M. Moghadam, "Islamic Feminism and Its Discontents: Toward a Resolution of the Debate," *Signs* 27.4 (2002)
- Assignments: Middle East Map Test  
Discussion # 3

### **WEEK 4 (9/18): Gunpowder Empires**

- Readings: Gelvin, chapters 1-4  
Smith, Prologue
- Assignments: Final Research Paper Topic Proposal Due

### **WEEK 5 (9/25): A New Europe and the Middle East**

- Readings: Gelvin, chapters 5-6  
Selections from Nina Burleigh, *Mirage*  
Selections from Al-Jabarti, *Napoleon in Egypt*
- Assignments: Discussion # 4

### **WEEK 6 (10/2): Orientalism**

- Readings: Gelvin, chapters 7-9  
Selections from Edward Said, *Orientalism*  
Selections from Gustav Flaubert, *Flaubert in Egypt*
- Assignments: Discussion # 5

**WEEK 7 (10/9): The Sick Man Succumbs**

Readings: Gelvin, chapter 10  
Smith, Chapter 1  
Assignments: Journal Article Review due

**WEEK 8 (10/16): World War and the Mandate System**

Readings: Gelvin, chapters 11-12  
Smith, chapter 2  
Assignments: Midterm Exam

**WEEK 9 (10/23): Responses: Secular Nationalism**

Readings: Gelvin, chapter 13-15  
Smith, chapter 3  
Selections from Atatürk's speeches  
Saddam Hussein and Ba'ath Party Members discussing the Party, 24 July 1986.  
Assignments: Discussion # 6

**WEEK 10 (10/30): Responses: Pan-Arabism**

Readings: Smith, chapters 4-6  
Assignments: Discussion # 7

**WEEK 11 (11/6): Pan-Arabism and Infitada**

Readings: Smith, chapters 7-10  
Assignments: Final Paper Presentations – Group # 1

**WEEK 12 (11/13): The Rise of Oil Economies**

Readings: Gelvin, chapters 16-18  
Gwenn Okruhlik, "Rentier Wealth, Unruly Law, and the Rise of Opposition: The Political Economy of Oil States," *Comparative Politics* 31, no. 3 (April 1999), 295-315.  
Assignments: Final Paper Presentations – Group # 2

**WEEK 13 (11/20): Responses: Radical Islam**

Readings: Smith, remainder  
Gelvin, 19 & conclusion  
Cockburn, chapters 1 & 2  
Selections from the *Al-Qaeda Reader*  
Assignments: Discussion # 8

**WEEK 14 (11/27): Radicalization**

Readings: Smith, remainder  
Boaz Ganor, "An Intifada in Europe? A Comparative Analysis of Radicalization Processes among Palestinians in the West Bank and Gaza versus Muslims Immigrants in Europe," *Studies in Conflict and Terrorism* 34.8 (August 2011)  
*Dabiq* interviews with ISIS soldiers  
Assignments: Discussion # 9

**WEEK 15 (12/4): ISIS and Ongoing War**

Readings: Cockburn, remainder  
Assignments: Discussion # 10

**FINAL RESEARCH PAPER DUE ON FRIDAY, 16 December 2016, 11:59 pm**

*Note the Friday due date!*

*Failure to submit the Final Research Paper will result in failure of the course.*

**COURSE LEARNING OUTCOMES**

As an upper-division history elective, this course is intended as an extensive study of the Middle East since 1750. It is also designed to provide practical experience in the use of primary and secondary sources, research methods, and written and oral communication skills.

<b>HIST-478B: Islamic and Middle Eastern History since 1750</b>	
<b>Learner Outcome upon Course Completion</b>	<b>Measurement Tool(s)</b>
1. Demonstrate knowledge of the major chronological sequence, themes, and issues of Middle Eastern History since 1750.	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Middle East Map Test</li> <li>• Midterm Exam</li> <li>• Final Research Paper</li> </ul>
2. Recognize the ways in which Islam has shaped Middle Eastern society.	<ul style="list-style-type: none"> <li>• Class Discussions # 2, 3, and 9</li> <li>• Midterm Exam</li> </ul>
3. Elucidate the ways that interaction with Europe and the United States has impacted Middle Eastern Societies.	<ul style="list-style-type: none"> <li>• Class Discussions # 4, 5, 6, 7, 8, 9, 10</li> <li>• Midterm Exam</li> </ul>
4. Construct an understanding of the past by the critical analysis of primary (evidence) and secondary (interpretation) documents.	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Journal Article Review</li> <li>• Final Research Paper</li> </ul>
5. Improves critical thinking, research, written and oral communication skills	<ul style="list-style-type: none"> <li>• Research Presentation</li> <li>• Final Research Paper</li> </ul>

**BA-SOCIAL SCIENCES - PROGRAM OUTCOMES**

<b>Learner Outcome upon Course Completion</b>	<b>Measurement Tool(s)</b>
1. Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.	<ul style="list-style-type: none"> <li>• Journal Article Review</li> <li>• Research Presentation</li> <li>• Final Research Paper</li> </ul>
2. Synthesize information effectively in oral and written form.	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Midterm Exam</li> <li>• Research Presentation</li> <li>• Final Research Paper</li> </ul>
3. Comprehend and analyze the foundations and organizations of human social systems.	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Midterm Exam</li> </ul>
4. Apply concepts and methods to an original professional study in social sciences.	<ul style="list-style-type: none"> <li>• Final Research Paper</li> </ul>

For a complete description of [the BA-Social Science Student Learning Outcomes](#), see the *GBC General Catalog 2016-2017*, page 195.