THE MODERN MIDDLE EAST THROUGH LITERATURE AND FILM

Loyola University Maryland
HN/HS-449-01, Fall 2014
T TH, 12:15pm-1:30pm, Humanities Center, Room 322B

Instructor: Dr. Sara Scalenghe
Office Hours: Tuesdays and Thursdays,
11am-12pm, and by appointment
Office: Humanities Center 303
Email: sscalenghe@loyola.edu

COURSE DESCRIPTION
This course is designed to provide a nuanced historical understanding of the political, economic, social, and cultural changes that have occurred in the modern Middle East through the lenses of literature and film. We will engage in critical analysis of short stories, poems, novellas, novels, and films produced in the Middle East or about the Middle East in order to understand how the lived experiences of women and men have been affected by European colonialism, the rise of nationalism and the creation of the modern nation state, authoritarian regimes, the Palestinian-Israeli conflict, the politics of oil and U.S. hegemony in the region, the rise of Islamist movements, and the 2011 Arab uprisings. Geographically, our main focus will be the Arab lands of the Middle East, i.e., Iraq, Syria, Lebanon, Jordan, Israel/Palestine, the Arabian Peninsula, and Egypt. No prior knowledge of Middle Eastern history is required. This course satisfies Loyola University’s Diversity Course Requirement.

LEARNING AIMS
Students who have completed this course shall be able to:
• Demonstrate a solid foundation in modern Middle Eastern history.
• Place current events in the Middle East in a broader historical perspective.
• Comprehend different historical methodologies.
• Conceptualize and develop an argument based on research and drawing on historiographical precedence.
• Conduct extensive research using both primary and secondary sources with the goal of completing a serious research paper on a sophisticated topic of each student’s choosing.
• Carry on an intellectual debate in a seminar format by referring to a related set of readings, offering critical appraisal of the readings, and reacting to the ideas of their fellow students.
• Be able to state, in elegant prose, the argument of any article or book assigned to them in a History class.

COURSE REQUIREMENTS
1) Attendance and Participation (20%). All readings must be completed prior to coming to class, and you must be prepared to both answer and pose questions about them. The grade will be calculated as follows. If you participate regularly and thoughtfully: 90-100% (A-/A/A+); if you participate occasionally but thoughtfully: 80-89% (B-/B/B+); if you rarely participate: 70-79% (C-/C/C+); if you never participate: 50-69% (F-/D-/D/D+). In order to participate, you must obviously be present. Class attendance is therefore mandatory and will be recorded. If you are absent due to sickness, you must bring me a note from your doctor or the Student
Health Center. Do not be late for class, as it is disrespectful and disruptive to me and to your classmates and will lower your grade. If you miss one class without documentation your participation grade will automatically drop to 90% (A-); 2 missed classes: 85% (B); 3 missed classes: 75% (C); 4 missed classes: 65% (D); 5 or more missed classes: 50% (F).

2) Weekly assignments (20%). On most (but not all) weeks you will be asked to submit a written assignment on Moodle. The type of assignment will vary and may include questions for discussion, answers to specific questions assigned by the instructor, or a response paper.

3) Leading discussion (20%). Each student will co-facilitate class discussion twice in the course of the semester.

4) Test (10%). There will be a test on Tuesday, September 16.

5) Paper (30%). A 15-page research paper is due on Friday, December 12. Detailed instructions will be provided separately.

**GRADING SCALE**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
<td>B</td>
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<td>80-83</td>
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<td>77-79</td>
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<td>74-76</td>
<td>C</td>
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<td>70-73</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>0-63</td>
<td>F</td>
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**COURSE POLICIES**

*Laptop policy*

I discourage the use of laptops. If you must use one, you may bring it to class for the exclusive purpose of taking notes. I reserve the right to ban laptop use if I see that you are checking your email, Facebook, etc.

*About returning papers and exams*

While I make every effort to return your work in a timely fashion, usually within two weeks, please understand that it may not always be possible for me to do so.

*Moodle*

Assignments, PowerPoint presentations, outlines, readings, primary sources, and study guides will be posted on Moodle.

*Turnitin.com*

Papers and extra credit assignments must be submitted both as hard copies in class and to turnitin.com before coming to class. If you do not already have one, you will need to create a New Student Account. When you log onto the website for the first time you will need to “Create a user profile” (upper right hand corner). Select “Student” and follow the instructions.

*Email*

The best way to reach me outside of class and office hours is by email at sscalenghe@loyola.edu. I do my best to respond within 24 hours during the week and within 48 hours during the weekend. Given the high volume of emails I receive daily, please write to
me only if there is an urgent matter that cannot wait until the next class or office hours. For example, if you are absent, please refrain from emailing me to ask what was covered in class (check the syllabus, Moodle, or ask your classmates instead).

**Academic Integrity**
This is a joint Honors/History course. The Honors Program regards academic dishonesty as the antithesis of scholarship, learning, collegiality, and responsible citizenship. Academic (or scholarly) dishonesty includes the following: cheating, stealing, lying, forgery, plagiarism, duplicate submission (without prior permission from both instructors), and the failure to report a violation. The program defines plagiarism as any unacknowledged use of another’s words or ideas. This definition applies to non-print media, including the Internet, as well as to books, magazines, journals, newspapers, or any other print media. Definitions of the other offenses listed above can be found in the “Community Standards Handbook.” It is the student’s responsibility to understand what constitutes plagiarism and other forms of academic dishonesty and to avoid them in all assignments. Students should familiarize themselves with the sections in the Loyola Undergraduate Catalogue on “Academic Conduct,” the “Honor Code” and “Intellectual Honesty.” They should also consult the writing handbook, *Easy Writer*, for guidance on both correct citation of sources and avoiding plagiarism. Anyone having questions or uncertainties about scholarly dishonesty, including plagiarism, should consult with the instructor before submitting any assignment. Neither ignorance of the definition of plagiarism and other forms of academic dishonesty nor the lack of the intention to deceive constitutes an acceptable defense in these matters.

**Loyola Writing Center**
I urge you to avail yourselves of the Loyola Writing Center, which offers writing tutoring and writing workshops for Loyola students. The Center’s tutors work with writers at all stages of the writing process, including brainstorming, researching, drafting, and revising. Check out the Writing Center website: [http://www.loyola.edu/writingcenter](http://www.loyola.edu/writingcenter) for more information and instructions for making an online appointment.

**Student Athletes**
If you are a student athlete, please provide me with your travel and game schedule indicating when you will need to miss class to participate in athletic events. While travel for athletics is an excused absence, you will need to make up any missed work. Please send me a reminder email before each missed class.

**Students with Disabilities**
I make every effort to support and accommodate students with disabilities. If you already registered with Disability Support Services (DSS) and requested an accommodations letter (and DSS has sent the letter to me via email), please schedule a brief meeting with me to discuss the accommodations you might need in this class. If you need academic accommodations due to a disability and have not registered with DSS, please contact the Disability Support Services Office (DSS) at 410-617-2750/2062 or at DSS@loyola.edu. I also encourage you to familiarize yourself with Loyola’s DSS resources at [http://www.loyola.edu/department/dss.aspx](http://www.loyola.edu/department/dss.aspx).
REQUIRED BOOKS


CLASS SCHEDULE

INTRODUCTIONS

Sept. 2 (T) Introduction to the Course


THE MIDDLE EAST FROM THE RISE OF ISLAM TO THE OTTOMAN EMPIRE

Sept. 9 (T) The Rise and Expansion of Islam
1) Cleveland, ch. 1, pp. 4-17, and ch. 2, pp. 18-33.
2) Watch Parts I and II (“The Messenger” and “The Awakening”) of the PBS documentary *Islam: Empire of Faith* (2001) (54 mins). The DVD is on reserve in the library. It may also be watched on YouTube; check Moodle for the link.

Sept. 11 (TH) The Ottoman Empire
1) Cleveland, ch. 3, pp. 34-52.
2) Watch Part III (“The Ottomans”) of the PBS documentary *Islam: Empire of Faith* (2001) (53 mins). The DVD is on reserve in the library. It may also be watched on YouTube; check Moodle for the link.

EUROPEAN ENCROACHMENTS

Sept. 16 (T) The Ottoman Empire in the Nineteenth Century.
Cleveland, ch. 4, pp. 56-74 (skim); ch. 5, pp. 75-94 (skim); ch. 6, pp. 95-101 (skim).
⇒ Test 1. Maps and questions based exclusively on the material covered on September 4.

Sept. 18 (TH) Orientalism I
2) Watch this interview with Edward Said: https://www.youtube.com/watch?v=fVC8EYd_Z_g.

Sept. 23 (T) Orientalism II
1) *Description de l’Égypte* at http://descegy.bibalex.org/index1.html. Ste familiarize yourself with the website and examine how French artists represented Egypt.
3) Selections from *Napoleon in Egypt: Al-Jabarti’s Chronicle of the French Occupation, 1798*.
4) Selections from Rifa`a al-Tahtawi, *An Imam in Paris: Account of a Stay in France by an Egyptian Cleric (1826-1831)*.

Sept. 25 (TH) Zionism
James Gelvin, *The Israel-Palestine Conflict*, pp. 1-75.

WORLD WAR I AND ITS AFTERMATH

Sept. 30 (T) Cleveland, ch. 9, pp. 137-158.


THE PALESTINE MANDATE AND THE WAR OF 1948

Oct. 7 (T) 1) James Gelvin, *The Israel-Palestine Conflict*, pp. 76-165.
2) Selection of short stories and poems.


THE NASSER ERA IN EGYPT


AUTHORITARIANISM IN SYRIA AND IRAQ

Oct. 21 (T) 1) Cleveland, ch. 11, pp. 189-197; ch. 12, pp. 201-208 and 211-214; ch. 16, pp. 301-307, and ch. 21, pp. 414-437.
2) Selections of short stories and poems from Syria and Iraq.


EGYPT AFTER NASSER

2) Selection of Egyptian short stories.


THE ISRAEL-PALESTINE CONFLICT SINCE 1948

Nov. 4 (T) James Gelvin, The Israel-Palestine Conflict, pp. 166-268.

Nov. 6 (TH) Joe Sacco, Footnotes in Gaza.

THE ARABIAN PENINSULA IN THE AGE OF OIL

Nov. 11 (T) Cleveland, ch. 12, pp. 214-217, and ch. 20, pp. 393-413.

Nov. 13 (TH) Abdelrahman Munif, Cities of Salt.

THE PERSIAN GULF WARS

Nov. 18 (T) Cleveland, ch. 22, pp. 445-456; ch. 25, pp. 505-515.

Nov. 20 (TH) Betool Khedairi, Absent.

Nov. 25 (T) No class (MESA Conference) ⇒ Drafts of papers due

Nov. 27 (TH) Thanksgiving (no class)

THE ARAB UPRISINGS

Dec. 2 (T) 1) Cleveland, ch. 26, pp. 522-540.
2) The Square, a documentary by Jehane Noujaim (2013).


Dec. 9 (T) Paper presentations