

**CGS 2340F Mapping the Middle East**  
**Centre for Global Studies Huron University College**

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**Course Description:**

Designed for second year students, this course will offer a critical and comprehensive review of the Middle East from both a geographical and historical perspective. The objective will be to bring students to question the political construction of the region as the “Middle East” through critiques of Orientalism, European colonialism and nationalism in the region. The course will critically examine, from the 16<sup>th</sup> century and onwards, the histories and cultural legacies of European colonialism, the Ottoman and Persian empires, anti-colonial movements (such as in Egypt, Algeria), the formation of nation-states (in Iran, Turkey, and Tunisia), Islamic revivalisms (in Iran, Turkey, and Egypt), new-imperial wars and conflicts (such as the Arab/Israeli, Afghanistan, and Iraq Wars), and popular resistance movements and revolutions in the region (specifically the Arab Spring). Resources (oil and water), geopolitics, gender and cultural products will be some of the key issues through the course.

Each week will focus on the aforementioned themes via a focus on one or two countries in the region. The course will use a mixture of textual, audio and visual materials. Maps and critical journalist websites on the ongoing transformations of the region will be used extensively. The following sites provide useful resources that will be drawn from through the course:

<http://www.vox.com/a/maps-explain-the-middle-east#map-12>

<http://www.midafternoonmap.com/>

<http://www.jadaliyya.com/>

**Learning objectives:**

This course aims to give students a broad knowledge of the history and contemporary politics of the Middle East. The main challenge of the course is to breakdown the deeply engrained and subtle forms of Orientalism that gloss over the region when seen from North America. To this end, various topics related to the region from 16<sup>th</sup> century onwards will be analyzed with critical lenses to equip students with the ability to develop their own perspectives outside of mainstream representations of the region. A combination of written, audio and visual resources will be used to stimulate interest in the course topics and encourage students to develop their own cognitive maps to critically comprehend the material. Students will gain the ability to ask critical questions regarding Middle Eastern politics and culture, and also to discuss their own analysis with peers. Various assessment

methods will be used to equip students with skills to conduct academic research and writing, as well as critical reading and feedback through peer-review processes.

**Methods for encouragement and assessment of learning:**

15%: Participation, Attendance, Quiz (2)

20%: Five Critical Contributions with peer-review

25%: Take-home Exam (*due Oct. 14<sup>th</sup>*)

10%: Proposal for Final Paper (*due Nov. 7<sup>th</sup>*)

30 %: Final Research Paper (*due Dec. 5<sup>th</sup>*)

**Participation, Attendance Grade, Class readings, Quiz (15%)**

Participation in lectures and doing the assigned readings is of key importance in this course. While the reading assignments are major resources, various other class themes and materials will be introduced during course hours, through lectures, podcasts, movie screenings and class discussions. It is important that you demonstrate that you have read the required texts in your in-class conversations. Participation will be tracked through peer-review exercises with your classmates and two quizzes (one pop-quiz, one scheduled). Quizzes will be worth 2.5% each and will evaluate your geographic and historic knowledge of the region. The second quiz will be on November 14<sup>th</sup>, the first one however will be a pop quiz prior to that date.

A few of the key books will be held on reserve at the library for your access. The majority of the readings however, will be posted on OWL, a minimum of 2 weeks in advance of the assigned date.

**Five Critical Contributions with peer-review (20%)**

Each student will prepare 4 short papers (2,5 pages, and double spaced) responding to the assigned texts for the themes listed in the syllabus for each week. In your responses you are expected to not summarize but focus on the key themes of the assigned readings, and specifically indicate how those readings contribute to a critical and progressive understanding of the region. What do these readings highlight for you? How do they challenge your existing knowledge of the region? These critical write-ups are also designed to help promote critical reading and to facilitate class discussion. You are expected to end your paper with 2 discussion questions. At the beginning of each lecture we will spare 10 minutes where you will peer-review each other's papers.

**Take-home Midterm Exam (25%)**

In week 6 (October 10<sup>th</sup>), exam questions will be announced for a take-home exam. Students will pick 1 out of 3 questions, which will be selected from discussion questions at the end of each lecture or critical conversations we have in each class. Students will be expected to write up to a 5-page response essay within 4 days. Essays are due October 14<sup>th</sup>, at 5pm by email.

**Proposal for Final Paper (10%)**

In week 10, (November 7<sup>th</sup>) students are expected to submit a 1-page long final research paper proposal at the end of class. You are expected to provide a paragraph long

introduction of your topic, and include your research question and hypothesis. You need to indicate the area literature you will draw on for this research, indicating a minimum 5 resources outside of course material that you have already looked into. You need to clearly demonstrate how this research will contribute to the critical and anti-Orientalist perception of the region indicated in learning objectives. You can choose your topic from one of the course themes and conduct more thorough research that would demonstrate a particular point you would like to highlight on the topic. Examples of course topics include: The role of women within the Arab Spring, slavery in the Ottoman Empire, the status of newly established Kurdish states in the Middle East or media representations of a particular aspect of the region in the Western media.

### **Final Research Paper (30 %)**

Your final assignment is a research paper of 10 to 12 pages (double-spaced). The paper must be thoroughly researched, which will require library and online research, with a bibliography. You are encouraged to incorporate newspaper articles as primary or secondary resources. This research paper needs to demonstrate your abilities to ask critical questions on issues regarding the region. Integration of key theoretical readings from course material is compulsory. Your final papers will be evaluated on the basis of clarity of argument, use of external resources and class resources/themes, essay structure, language, grammar and format.

You are strongly encouraged to email and book an appointment with me to discuss your individual paper topics.

*Due December 5<sup>th</sup>, 5pm by email.*

**Format of assignments:** Double-spaced pages, Times New Roman font 12pt, 2.54 cm all margins, with page numbers. Each assignment has to include course title, name, student number, date of submission and a title on the front page. For in-text citation and bibliography, please use Chicago style, author-date format.

**!!! Academic honesty is highly valued and is compulsory in this course. Please double-check citation of all your resources !!!**

### **Schedule of Classes and Required Readings**

#### ***Week 1***

#### **5<sup>th</sup> September: Course Overview**

Reading Assignment:

Said, Edward W. 1979. "Introduction", *Orientalism*. 1st Vintage Books edition. New York: Vintage. Pp: 1 – 28.

Kafka, Franz. 2014. "Jackals and Arabs." Accessed July 18. <http://www.kafka-online.info/jackals-and-arabs.html>. (3 pages)

Movie screening: Edward Said Documentary, *Orientalism*  
[http://www.youtube.com/watch?v=fVC8EYd\\_Zg](http://www.youtube.com/watch?v=fVC8EYd_Zg)

**Week 2**

**12<sup>th</sup> September: Age of Empires, Historical review of Imperialism in the Middle East**

In-Class: *Ottoman History Podcast: Did the Ottomans Consider Themselves an Empire? With Einar Wigen*. 2014

Reading assignment:

Kamrava, Mehran. 2013. "From Islam to the Great War". *The Modern Middle East, Third Edition: A Political History since the First World War*. Third Edition. Berkeley: University of California Press. pp: 9 – 34.

Cleveland, William L. 2009. "The Ottoman and Safavid Empires: A New Imperial Synthesis". *A History of the Modern Middle East*. 4th ed. Westview Press. pp: 37 – 56.

**Week 3**

**19<sup>th</sup> September: World War 1 and Western Colonialism in the Middle East**

Reading Assignment:

Gelvin, James L. 2011. "World War 1 and the Middle East State System" *The Modern Middle East: A History*. 3rd ed. New York: Oxford University Press. pp: 171 – 214.

Listening Assignment:

Foster, Zachary, J. 2014. *Ottoman History Podcast: World War I and the Ottoman Empire: The Arab Provinces with Zachary J. Foster*.

Movie Screening (excerpts): *Blood and Oil: The Middle East in World War I* (Callaghan 2006)

**Week 4**

**26<sup>th</sup> September: Nationalism in the Middle East**

In-Class: *Ottoman History Podcast: Nations, Maps, and Drawing the Boundaries of Post-Ottoman Nation-States with Nicholas Danforth*. 2014.

Reading Assignments:

Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism, Revised Edition*. Revised edition. London ; New York: Verso. pp: 1-46.

Gocek, Fatma Muge. 2002. *Social Constructions of Nationalism in the Middle East*. SUNY Press. pp: 1-10.

**Week 5**

**3<sup>rd</sup> October: Anti-Colonial Nationalisms and Nation-states**

Reading Assignments:

Fanon, Frantz. 2008. "Introduction" *Black Skin, White Masks*. Revised edition. New York : Berkeley, Calif.: Grove Press, pp: xi – xviii.

Cleveland, William L. 2009. *A History of the Modern Middle East*. Part 3, Sections 10, 11 and 12.

Milton-Edwards, Beverley. 2011. *Contemporary Politics in the Middle East*. 3rd ed. Cambridge, UK ; Malden, MA: Polity. pp: 26-44.

Listening assignment: *Ottoman History Podcast: Race, Citizenship and the Nation-State: French Colonialism in Algeria with Lawrence McMahon*.

Movie Screening: *Battle of Algiers (Pontecorvo 1967)*

### **Week 6**

#### **10<sup>th</sup> October: Islamic revivalisms**

Reading Assignments:

Moallem, Minoo. 2005. "Introduction" *Between Warrior Brother and Veiled Sister: Islamic Fundamentalism and the Politics of Patriarchy in Iran*. University of California Press. Pp: 1-30.

Milton-Edwards, Beverley. 2011. *Contemporary Politics in the Middle East*. "Past, Present, Future Politics: Political Islam" pp: 134 – 159

Movie Screening: *Persepolis* (Paronnaud and Satrapi 2007)

Suggested readings:

Moghadam, Val. 1989. "One Revolution or Two? The Iranian Revolution and the Islamic Republic." *Socialist Register* 25 (25)

Mahmood, Saba. 2001. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16 (2): 202–36.

***Take-home exam questions released, due in 4 days, October 14<sup>th</sup> 5pm by email.***

### **Week 7**

#### **17<sup>th</sup> October: Gendering the Middle East**

Reading Assignments:

Kandiyoti, Deniz. 1996. "Introduction". *Gendering the Middle East: Emerging Perspectives*. I.B.Tauris. pp: 1-27

Charrad, Mounira M. 2011. "Gender in the Middle East: Islam, State, Agency." *Annual Review of Sociology* 37 (1): 417–437

Mikdashi, Maya. 2012. "How Not to Study Gender in the Middle East" 2014  
<http://www.jadaliyya.com/pages/index/4775/how-not-to-study-gender-in-the-middle-east>

Salian, Priti. 2014. "Bloody Nasreen is a street-fighting woman from Karachi - and she's uncovered" <http://www.thenational.ae/arts-lifestyle/books/bloody-nasreen->

[is-a-streetfighting-woman-from-karachi--and-shex2019s-uncovered#ixzz3AYBXfLcE](#)

**Week 8**

**24<sup>th</sup> October: New Imperialisms: From the Gulf Wars to the War on Terror**

Reading Assignment:

Kamrava, Mehran. 2013. *The Modern Middle East*, "The Gulf Wars and Beyond", pp: 170 -209.

Alnasser, Sabah. 2009. "Understanding Iraq." *Socialist Register*, 44 (44).

Hasan, N. & Sayeed, S. 2013. "Animating Pakistan." 2014. *Tanqeed*.  
<http://www.tanqeed.org/2013/11/animating-pakistan/>.

Ahmed, Nafeez. 2014. "Iraq Blowback: Isis Rise Manufactured by Insatiable Oil Addiction." *The Guardian*, sec. Environment.

Movie screening: Greenwald, Robert. 2006. *Iraq for Sale: The War Profiteers*.

**In-Class: Discussion on Final Paper Topics and Planning Your Research**

**Week 9**

**31<sup>st</sup> October: Fall Study Break, NO CLASSES**

**Week 10**

**7<sup>th</sup> November: The Arab Spring and the Gezi Protests in Turkey**

Reading Assignment:

Byman, Daniel 2013. Explaining the Western Response to the Arab Spring. *The Journal of Strategic Studies*, 36: 2, 289-320.

Mogadham, Valentine. 2013. What is democracy? Promises and perils of the Arab Spring, *Current Sociology* 61(4): 393-408.

Ellialti, Tugce. 2014. "Resist With Tenacity, Not With Swear Words': Feminist Interventions in the Gezi Park Protests." <http://councilforeuropeanstudies.org>

Movie Screening: *The Square (Noujaim 2014)*

***Final Research paper proposal due!***

**Week 11**

**14<sup>th</sup> November: Political Economy of the Middle East: Water, Oil and Sun**

Reading Assignment:

Milton-Edwards, Beverley. 2011. *Contemporary Politics in the Middle East*. "Political Economy: Riches of Region" pp: 73 - 100.

Stewart, Dona J. 2012. *The Middle East Today: Political, Geographical and Cultural Perspectives*. "Economic Challenges" pp: 191 – 212.

In-Class: *Ottoman History Podcast: Water Security in Post-War Iraq and Turkey* | Julia Harte & Anna Ozbek.

**2<sup>nd</sup> QUIZ!**

**Week 12**

**21<sup>st</sup> November: Israeli-Palestinian Conflict, Guest lecture by Nayrouz Abu Hatoum, Sociology, York University**

Listening assignment: (*Ottoman History Podcast: Palestine: The History of a Name* | Zachary J. Foster 2014)

Reading Assignment: TBA

Movie Screening: *Goal Dreams, 2006* (Sanbar and Saunders N/A)

**Week 13**

**28<sup>th</sup> November: Course review**

***Final research paper due: December 5<sup>th</sup>!***



## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)  
[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Accessibility**

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Program and Academic Counselling**

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, [mfranke@huron.uwo.ca](mailto:mfranke@huron.uwo.ca), 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>