

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 13-130
 LSC Action-Date: AP-2/27/14 UWUCC Action-Date: AP-3/4/14 Senate Action Date: App-3/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History	Phone 2266

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **HIST 207 The History of the Middle East**

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input checked="" type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input checked="" type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	11-05-13
Department Chairperson(s)	<i>[Signature]</i>	11-05-13
College Curriculum Committee Chair	<i>[Signature]</i>	1-24-14
College Dean	<i>[Signature]</i>	1/29/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	3/3/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	3/5/14

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 MAR 5 2014
 Liberal Studies

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Part II.

1. New Syllabus of Record

Catalog Description

HIST 207 The History of the Middle East

3c-0l-3cr

History of the Middle East from the late Byzantine and Sassanid period, Islam, medieval Islamic civilization and the rise of early modern dynasties, European imperialism, the origins of modern nation states, and the contemporary Middle East.

Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

By the end of the course, students will be able to:

Objective 1:

Explain the major themes in Middle Eastern History.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners.

Rationale:

Assignments will require students to demonstrate their ability to analyze some of the major themes in Middle Eastern history. *As informed learners*, students will demonstrate knowledge and understanding of: the interrelationships within and across cultures and global communities by examining the interaction between different cultural groups in the eastern Mediterranean and the Middle East and the influence and of various ethnic and religious communities and their interaction in the Mediterranean world. *As empowered learners*, students will demonstrate: critical thinking skills including analysis, application, and evaluation as well as reflective thinking and the ability to synthesize information and ideas. They will do this in group activities, leading and participating in discussion, reflective writing assignments, and exams.

Objective 2:

Explain some of the major themes in the historiography of the Middle East.

Expected Student Learning Outcome 2:

Empowered Learners.

Rationale:

Assignments will require students to demonstrate some knowledge of the major debates in the historiography of the Middle East. *As empowered learners*, students will demonstrate: critical thinking skills, including analysis, application, and evaluation – reflective thinking and the ability to synthesize information and ideas. Students will be asked to synthesize the historical information learned in class and apply that to what they are learning about current events in the Middle East. In addition, in the longer writing assignments, students will be asked to reflect on the larger debates in the field of Middle Eastern history.

Objective 3:

Analyze primary and secondary sources.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners.

Rationale:

Assignments will require students to analyze both primary and secondary sources. As *informed learners*, students will demonstrate knowledge and understanding of: the past and present from historical, philosophical, and social perspectives. Students will read both primary sources and literature and compare these sources with the secondary literature read in class. As *empowered learners*, students will demonstrate: critical thinking skills, including analysis, application, and evaluation of different kinds of sources (such as historical monographs, literature, and media sources), as well as reflective thinking and the ability to synthesize information and ideas from different types of sources. They will be expected to demonstrate these skills in their writing assignments and in class discussion.

Objective 4:

Analyze some of the complex relationships between dominant and non-dominant groups in Middle Eastern society. Ethnic and religious minorities, women, and non-elite groups will be examined, as well as the impact of European imperialism in the Middle East after 1798.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners.

Rationale:

Assignments will require students to demonstrate their ability to analyze these issues and examine the interrelationships between different cultures and religious groups in the Middle East and how these relationships changed during the era of imperialism. As *empowered learners*, they will demonstrate: information literacy skills including the ability to access, evaluate, interpret, and use information from a variety of sources such as monographs, literature, film, and different types of media available on the internet. As *responsible learners*, especially in our discussions of ethnic and religious minorities, women, and non-elite groups, students will demonstrate an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world in addition to an understanding of themselves and a respect for the identities, histories, and cultures of others.

III. Course Outline

Week 1: The Middle East before Islam – 3 hours

Before the rise of Islam, two empires of the Late Antique world dominated the Middle East: the Byzantine and Sassanid dynasties. This week, students will study the eastern Mediterranean, Arabia, and Iran before the origin of Islam in order to understand the context of the rise and development of Islamic civilization. We will discuss the lives of religious and ethnic minorities under the Byzantine and Sassanid empires.

-Geography of the Middle East

-Major religions, ethnic groups, and political structures of the 6th century Middle East

- Sassanid and Byzantine Empires
- Judaism, Christianity, and Zoroastrianism under Sassanid and Byzantine rule
- Arabian society and the context of the rise of Islam, including the prevalence and influence of other forms of monotheism (Christianity, Judaism, Zoroastrianism) on Arabian society

Week 2: The Origins of the Islamic community – 3 hours

This week, students will learn about the life of the Prophet Muhammad and the origins of the Islamic community in Arabia. We will examine how Islam sought to change the social organization of Arabian society and the early development of the Islamic state. Students will also discuss the *legacy* of the Prophet Muhammad and analyze what it is possible to know about his life.

- The Prophet Muhammad: his life, message, and legacy
- The question of the succession to the Prophet Muhammad: origin of Sunnis and Shi'is
- The Rashidun Caliphs and the early Islamic conquests

Week 3: The Expansion of the Islamic World and Diversity in Islam – 3 hours

As Islamic forces conquered territories from Spain to Afghanistan, the nascent Islamic state had to grapple with ruling over a diverse ethnic and religious population. This week we will examine how the Islamic state changed under the Umayyad dynasty and the rise of oppositional ethno-religious movements within Islamic society.

- Reasons for the Islamic conquests
- The Umayyad Caliphate
- Rise of Shi'i movements and non-Arab opposition to the Umayyads

Week 4: The Rise of the 'Abbasids and the Development of Islamic Civilization – 3 hours

This week, students will learn about the development of Islamic civilization under the 'Abbasid caliphate and discuss the ways in which pre-Islamic cultures and religions were a part of this process.

- The 'Abbasid Caliphate
- Incorporation of pre-Islamic traditions in 'Abbasid governance and culture
- Development of Sunni 'orthodoxy'
- Role of women in the 'Abbasid court

Week Five: The Islamic World Divided – 3 hours

This week will focus on the division of the Islamic world into three separate caliphates – one in Baghdad, one in Cairo, and one in Cordoba. Students will learn about the development of different forms of Islamic identity. We will also discuss the significant political role played by wives, concubines, and queen-mothers in the courts of the caliphs.

- Fatimids of Cairo
- Buyids of Baghdad
- Umayyads of Spain

- Women and the “harem” in the medieval Islamic World
- The Geniza documents and the significance of the Jewish community of Egypt in Mediterranean and Indian Ocean trade

Week Six: Innovation and Invasion in the Medieval Islamic World – 3 hours

This week, students will learn about different forms of Islamic religious culture, such as Sufism, Islamic legalism, and the Islamic Philosophical Movement. We will also discuss the effects of a series of foreign invasions on the people of the Middle East.

- Normative Islam and Its Alternatives: Jurisprudence, Sufism, and Islamic Philosophy
- Crusaders and Seljuk Turks
- Mongol Invasions

Midterm Exam (take-home)

Week Seven: Rise of the Ottomans – 3 hours

This week, students will learn about the effects of the Mongol conquests and discuss the rise of early modern states in the Middle East.

- Aftermath of the Mongol Invasions
- Early Ottoman Empire
- Ottoman impact on Europe
- Role of women in the Ottoman court

Week Eight: Ottomans, Safavids, and the Era of Reforms – 3 hours

This week, students will learn about the division of the Middle East into two major early modern states and the ways in which these states responded to early forms of European influence and imperialism.

- Ottoman Era of Reform
- Safavid and Qajar Dynasties in Iran; Iran and Shi'ism
- Local responses to European influence and imperialism
- Early Westernizing reforms
- Role of religious minority communities, especially Jews and Christians, in the trade and intellectual development of the Safavid and Ottoman empires

Week Nine: Imperialism, World War I, and its Aftermath – 3 hours

This week students will analyze the effects of European imperialism on the Middle East and the creation of modern nation states

- Reform and Renewal in the Middle East
- Imperialism and World War I
- The Zionist movement and the creation of the state of Israel

Week Ten: Turkey and Iran in the Interwar Period and the Origins of the Israel-Palestine Conflict – 3 hours

This week, students will learn about the aftermath of World War One in the Middle East, focusing specifically on modernization programs in Turkey and Iran and the creation of the state of Israel.

- Turkey and Iran in the Interwar Period: the reforms of Ataturk and Reza Shah
- The Origins of the Israel-Palestine Conflict

Week Eleven: The Era of Arab Nationalism – 3 hours

This week, students will learn about Arab reactions to WWI and WWII and the rise of major Arab Nationalist movements in Egypt, Syria, Iraq, and Palestine.

- Gemal Abd al-Nasser in Egypt, Ba'ath Party in Syria and Iraq
- Israel-Palestine in the 60s, 70s, and early 80s

Week Twelve: The Civil War in Lebanon and the Iranian Revolution – 3 hours

This week, students will learn about the Civil War in Lebanon and the Islamic Revolution in Iran.

- Civil War in Lebanon
- Iranian Revolution of 1979

Week Thirteen: US Involvement in the Middle East – 3 hours

This week, students will learn about some of the effects of US involvement in the Middle East, such as funding the mujahidin in Afghanistan, the Iran-Iraq War, and the Gulf War of 1990.

- Afghanistan: The Mujahidin, Taliban, and the Rise of al-Qaeda
- Saddam Hussein, Iran-Iraq War, and the 1990 Gulf War
- Significance of the US relationship with Israel
- The role of women as 'symbols' of modernization/Islamicization programs, especially in the eyes of non-Muslims

Week Fourteen: 9/11 and Its Aftermath – 3 hours

This week will focus on the aftermath of the attacks of September 11th, 2001, the US invasion of Iraq and Afghanistan, and the Arab Spring movements in the Middle East.

- September 11th Attacks
- US Invasion of Iraq and Afghanistan
- The Arab Spring
- Guest workers in the Persian Gulf
- Role of women in the Iranian "Green Movement" and the Arab Spring

Final Exam (during exam period) – 2 hours

IV. Evaluation methods

- First Paper: 150 points
- Second Paper: 150 points
- Midterm: 150 points
- Final: 150 points
- Discussion: 100 points

Quizzes: 300 points total

Papers

You will each write papers on two of our non-textbook readings. You may choose to write on whichever readings you choose. Papers will be due one week after we discuss the book.

Exams

There will be two exams: a midterm and a non-cumulative final. The format of the exams will be short answers and essays.

Quizzes

There will be weekly quizzes on current events and a map quiz.

Discussion

Each of you will be required to choose one week to lead discussion.

V. Grading Scale

900-1000 points A

800-899 points B

700-799 points C

600-699 points D

599 or less F

VI. Undergraduate Course Attendance Policy

The IUP Attendance policy, as outlined in the Undergraduate Catalog, will be followed.

VII. Required Textbooks

1. Arthur Goldschmidt, Jr. and Lawrence Davidson, *A Concise History of the Middle East*, 10th edition (2012). ISBN: 0813348218
2. Jonathan A.C. Brown. *Muhammad: A Very Short Introduction*. Oxford University Press (2011). ISBN: 0199559287

Non-textbook reading

1. Richard Bulliet, *Cotton, Climate, and Camels in Early Islamic Iran: A Moment in World History*, 2011
2. Delia Cortese and Simonetta Calderini, *Women and the Fatimids in the World of Islam*, 2006.
3. Denise Spellberg, *Thomas Jefferson's Qur'an: Islam and the Founders*, 2013.
4. Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, 2013
5. Choose one of the following contemporary Middle Eastern novels – Alaa Al Aswany's *The Yacoubian Building* (2009), Rajaa Alsanea's *Girls of Riyadh* (2008), or Shahrnush Parsipur's *Women Without Men* (2012).
6. *The New York Times* Middle East news and an 'alternative' online news source on the Middle East.

VII. Special Resource Requirements

None

IX. Bibliography

- Aghaie, Kamran Scot. *The Martyrs of Karbala: Shi'i Symbols and Rituals in Modern Iran*. Seattle: University of Washington Press, 2004.
- Aghaie, Kamran Scot, ed. *The Women of Karbala: Ritual Performance and Symbolic Discourses in Modern Shi'i Islam*. Austin: University of Texas Press, 2005.
- Ahmed, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven: Yale University Press, 1992.
- Amanat, Abbas. *Pivot of the Universe: Nasir al-Din Shah Qajar and the Iranian Monarchy, 1831-1896*. Berkeley: University of California Press, 1997.
- Arjomand, Said Amir. *The Shadow of God and the Hidden Imam: Religion, Political Order, and Societal Change in Shi'ite Iran from the Beginning to 1890*. Chicago: University of Chicago Press, 1984.
- Berkey, Jonathan. *The Formation of Islam: Religion and Society in the Near East, 600-1800*. Cambridge: Cambridge University Press, 2003.
- Brett, Michael. *The Rise of the Fatimids: The World of the Mediterranean and the Middle East in the Fourth Century of the Hijra, Tenth Century CE*. Leiden: Brill, 2001.
- Brown, Jonathan. *The Canonization of al-Bukhari and Muslim: the Formation and Function of Sunni Hadith Canon*. Leiden: Brill, 2007.
- Bulliet, Richard. *Conversion to Islam in the Medieval Period: And Essay in Quantitative History*. Cambridge: Harvard University Press, 1979.
- Cleveland, William L. *A History of the Modern Middle East*. Boulder, CO: Westview Press, 2009.
- Cole, Juan R. I. and Nikki R. Keddie, eds. *Shi'ism and Social Protest*. New Haven, CT: Yale University Press, 1986.
- Crone, Patricia. *God's Rule: Government and Islam: Six Centuries of Medieval Islamic Political Thought*. New York: Columbia University Press, 2004.
- Halm, Heinz. *Shi'ism*, 2nd ed. New York: Columbia University Press, 2004.
- Hourani, Albert. *Arabic Thought in the Liberal Age, 1798-1939*. Cambridge: Cambridge University Press, 1983.
- Kennedy, Hugh. *Muslim Spain and Portugal: a political history of al-Andalus*. London: Longman, 1996.
- Khalidi, Rashid, ed. *The Origins of Arab Nationalism*. New York: Columbia University Press, 1991.
- Khalidi, Rashid. *Resurrecting Empire: Western Footprints and America's Perilous Path in the Middle East*. Boston: Beacon Press, 2004.
- Lucas, Scott C. *Constructive Critics, Hadith Literature and the Articulation of Sunni Islam: the Legacy of the Generation of Ibn Sa'd, Ibn Ma'in, and Ibn Hanbal*.

- Leiden: Brill, 2004.
- Makdisi, Ussama Samir. *The Culture of Sectarianism: Community, History, and Violence in Nineteenth-Century Ottoman Lebanon*. Berkeley: University of California Press, 2000.
- Mango, Andrew. *Ataturk*. London: John Murray, 1999.
- Marcus, Abraham. *The Middle East on the Eve of Modernity: Aleppo in the Eighteenth Century*. New York: Columbia University Press, 1989.
- Mazzaoui, Michel M., ed. *Safavid Iran and Her Neighbors*. Salt Lake City, UT: University of Utah Press, 2003.
- Melchert, Christopher. *Formation of Sunni Law Schools, 9th-10th Centuries C.E.* Leiden: Brill, 1997.
- Mernissi, Fatima. *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Cambridge, MA: Schenkman Pub. Co, 1975.
- Nakash, Yitzhak. *Reaching for Power: The Shi'a in the Modern Arab World*. Princeton: Princeton University Press, 2006.
- Pamuk, Sevkett and Erik Zürcher. *Turkey: A Modern History*. London: IB Tauris, 2004.
- Pierce, Leslie. *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*. New York: Oxford University Press, 1993.
- Quataert, Donald. *The Ottoman Empire, 1700-1922*. New York: Cambridge University Press, 2000.
- Singerman, Diane. *Avenues of Participation: Family, Politics, and Networks in Urban Quarters of Cairo*. Princeton, N.J.: Princeton University Press, 1995.
- Spellberg, Denise A. *Politics, Gender, and the Islamic Past: The Legacy of 'A'isha bint Abi Bakr*. New York: Columbia University Press, 1994.
- Stowasser, Barbara. *Women in the Qur'an: Traditions and Interpretations*. New York: Oxford University Press, 1994.
- Tolan, John V. *Saracens: Islam in the Medieval European Imagination*. New York: Columbia University Press, 2002.

Course analysis questionnaire

A1 This course will create a 200 level survey of the Middle East to accompany other department surveys. It is designed for history majors and others interested in the topic. It would not be possible to fit all the content in this course into any of the other courses in the department.

A2 The course will be one of the options for History majors as a 200-level survey. Program revisions are attached.

A3 The course has never been offered on a trial basis

A4 This is not a dual level course

A5 The course will not be offered for variable credit

A6 Similar courses are offered at Princeton University (HIST 223: "Introduction to the Middle East"), Penn State University (HIST 181: "Introduction to the Middle East"), and Ohio State University (HIST 2350: "Islam, Politics, and Society in History").

A7 No external agency has recommendations or requirements about this course.

B1 The course will be taught by one instructor from History.

B2 The course is not related to any taught by other departments

B3 The course will not be cross-listed

B4 Seats will be made available to Continuing Ed.

C1 Faculty resources are adequate. The course will be taught by the department's specialist in Middle East history as part of their regular load.

C2 Other resources are adequate

C3 This course is not funded by a grant

C4 We expect the course to be offered each Spring

C5 We anticipate offering one section each Spring

C6 The course will be capped at 30 students, which is the standard size for 200 level survey classes in our department

C7 No professional society recommends any parameters

C8 This is not a Distance Ed Course

Part II:

Justification/rationale for the new course

This course will create a 200 level survey of the Middle East to accompany other department surveys.

Global and Multicultural justification

This course deals entirely with groups that are non-dominant in the United States, such as Muslims and Arabs. In addition, it deals with the relationship between Muslims and the various non-Muslim religious minorities of the Middle East (such as different Christian communities, Jews, Zoroastrians, and Buddhists) as well as minority groups within Islam (such as Zaydis, Isma'ilis, Ithna'asharis, Ibadis, Nusayris, Druze, and Alawaites). Furthermore, the class will also grapple with issues related to the spread of Arabic and Arab civilization and the relationship between Arabs and various ethnic minorities in the Middle East and North Africa (such as Berbers/the Amazigh, Kurds, Iranian/Persians, Armenians, Azerbaijanis, Azeris, Baluchis, Luris, Assyrians, Bakhtiaris, and South Asian guest communities). Students will examine how Muslim society adapted and adopted pre-Islamic cultures and values as Islam spread throughout the region and the important role that non-Arabs played in that process. These themes will be present in all sections of the course, but most significant when talking about the Islamic conquests, conversion to Islam, the rule of multiple Shi'i dynasties, and the relationship between ethnic and religious minorities and Western powers during the age of imperialism.

LS elective justification

This course addresses critical-thinking and scholarly discourse. The Cortese and Calderini book on women in the Fatimid caliphate deals specifically with the contributions of women in Islamic society and the Bulliet book looks at the role of non-elites and non-Arabs in the definition of Islamic society. The course extends beyond core concepts. Students will also be asked to choose a modern Middle Eastern novel from a selection of three. All three of the possible readings, Alaa Al Aswany's *The Yacoubian Building* (2009), Rajaa Alsanea's *Girls of Riyadh* (2008), and Shahrnush Parsipur's *Women Without Men* (2012), deal with the relationships between men and women in the contemporary Middle East.

Liberal Studies Elective Competencies

This course meets the Information Literacy standards. Studies will use and analyze information from a variety of sources, such as news sources (The New York Times) and websites (their 'alternative news source'), literature (Al Aswany, Alsanea, and Parsipur), biography (Brown), and political interpretations of contemporary events in the Middle East (Lynch), in addition to historical monographs (Bulliet and Spellberg). This course will include discussions of plagiarism and the legal and ethical use of information.

Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester, the current version is typical in that it includes one book that deals extensively with the role of women (Cortese and Calderini). The course also includes readings on the relationship between ethnic majorities and minorities (Bulliet).
3. Although the readings for the course will vary from semester to semester, the current version is typical in that it includes five non-textbook works of fiction or non-fiction.
 1. Richard Bulliet, *Cotton, Climate, and Camels in Early Islamic Iran: A Moment in World History*, 2011
 2. Delia Cortese and Simonetta Calderini, *Women and the Fatimids in the World of Islam*, 2006.
 3. Denise Spellberg, *Thomas Jefferson's Qur'an: Islam and the Founders*, 2013.
 4. Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, 2013
 5. Choose one of the following contemporary Middle Eastern novels – Alaa Al Aswany's *The Yacoubian Building* (2009), Rajaa Alsanea's *Girls of Riyadh* (2008), or Shahrnush Parsipur's *Women Without Men* (2012).
4. Although this course will enroll both majors and non-majors, it does not assume any knowledge of Middle Eastern history or of historical method.

Friday Current Events Discussions:

Every Friday will be devoted to discussing the current events in the Middle East. Students will be expected to keep up with the Middle East news in *The New York Times* and read one other ‘alternative’ news source (to be signed up for in class).

The goals of these weekly discussions are to help students learn about what is going on in the Middle East now and ensure that they have a basic fluency in these events. In addition, by reading the *NYTimes* and an alternative news source (and discussing both in class), students will learn to appreciate the different perspectives on Middle East news in the contemporary media.

Responsibilities:

Students are required to read the *NYTimes* Middle East news each day. There will be a short quiz at the beginning of class each Friday testing students on the material from the *NYTimes* that week (Monday-Thursday).

Students will need to bring 2-3 discussion questions to Friday’s class. This is part of your overall participation grade.

Students will also need to read one ‘alternative’ news source (which you will sign up for in class). You do **not** need to read everything in your alternative news source. I expect you to have **closely** read at 1-2 articles – your quiz will ask you to write a paragraph about it. Anything more than that is your own interest, but be prepared for me to ask you about your ‘alternative’ news source during discussion.

Reading the *NYTimes*:

Students are expected to look through the *NYTimes* for the Middle East news. **For our purposes, we’ll define the Middle East as North Africa, the Arab world, Israel, Turkey, Iran, and Afghanistan. If you have a question about a particular article, please ask.**

If you have a physical newspaper, you can just page through. If you’re using the online version, you’re responsible for what appears in the newspaper (as opposed to everything they post on the website). You can find a link to the newspaper content on the top of nytimes.com: “Today’s Paper.” – You are responsible for this material **every day** and this is the material that will appear on your quiz.

I recommend spending a few minutes each day catching up on the news, but if you fall behind, they link to the ‘today’s paper’ for the preceding 6 days on a small calendar [scroll down and look right].

Alternative News Sources:

I'm going to ask you to all sign up for one alternative news source. The list of alternative news sources below is not exhaustive and are just possible suggestions. If there's something that you read already that's not on the list, please talk to me. Also, if there's a particular country that you'd like to focus on (these are all fairly general), let me know and I can see what I can find.

Alternative news sources:

1. Fox News
2. Haaretz [Israeli newspaper]
3. Angry Arab (Marxist blog)
4. Al-Jazeera English*
5. Juan Cole's blog on Middle East news
6. Guardian ME: <http://www.guardian.co.uk/world/middleeast/roundup>
7. Al-Masry al-Youm [Egyptian newspaper]
8. Marc Lynch's column at Foreign Policy
9. Arabist.net
10. Qantara.net [<http://en.qantara.de/>]
11. BBC Middle East News
12. Middle East News from the Independent.co.uk
13. Ajam MC [this is more of an Iranian culture blog than a news site]
14. Muftah.org
15. Muslimah Media Watch [<http://www.patheos.com/blogs/mmw/>]
16. Al-Monitor [<http://www.al-monitor.com/pulse/home.html>]
17. The Jerusalem Post

*If there are any students of Arabic who would like to read *al-Jazeera* in Arabic for their 'alternative' news source, please come talk to me.

Course Proposal History of the Middle East

I. Catalog Description

HIST 207 History of the Middle East

3c-0l-3cr

Prerequisites: none

History of the Middle East from the late Byzantine and Sassanid period, Islam, medieval Islamic civilization and the rise of early modern dynasties, European imperialism, the origins of modern nation states, and the contemporary Middle East.

II. Course Objectives

1. Students will be introduced to the major themes of Middle Eastern history.
2. Students will be introduced to the major historiographical themes in the study of Middle Eastern history and reach the point where they are able to engage critically with both the sources and the secondary literature.
3. Students will learn to work with and analyze secondary historical sources.
4. Students will understand the complex relationships between the dominant groups in Middle Eastern societies and non-dominant groups including ethnic minorities, religious minorities, and women.

III. Course outline

Total of 41 hours of classroom instruction, 1 hour for mid-term exam, 2 hour final exam.