

**History 381: Near and Middle East since WWI (Spring 2019)**  
**Time and Place: TR 12:30-1:45 PM, Bryan Building 121**

Professor David M. Wight ([dmwight@uncg.edu](mailto:dmwight@uncg.edu))

Office Hours and Location: R 2:00-4:00 PM & by appointment, MHRA 2116

## STRUCTURE & SCOPE

Welcome to the course! Out of the ashes of World War I, the modern Middle East was born. This course will follow the trajectory of key topics in Middle East societies from the early 20<sup>th</sup> century to the present, including religion and secularism, imperialism and anti-colonialism, women's rights, nation building, modernity, competing economic systems, oil, and regional conflicts. Sources that provide insights into the varied perspectives and experiences of individuals in the region will be a focus of the course.

## REQUIRED READINGS

There are three books assigned for the course, listed below. The books can be purchased at the University Bookstore. Additional short readings will be provided on Canvas.

John J. Donohue and John L. Esposito, *Islam in Transition: Muslim Perspectives, 2<sup>nd</sup> Ed.* (Oxford: Oxford University Press, 2006)

Zahed Haftlang, Najah Aboud, and Meredith May, *I, Who Did Not Die: A Sweeping Story of Loss, Redemption, and Fate* (New York: Regan Arts, 2017)

Sania Sharawi Lafranchi, *Casting Off the Veil: The Life of Huda Shaarawi, Egypt's First Feminist* (London: I.B. Taurus, 2012)

## GRADING

Your final grade will be comprised of the following:

Attendance and Participation	20%
Quizzes	30%
Writing Assignment 1	20%
Writing Assignment 2	30%

Grades follow this scale: A+ = 97 and up; A = 94-96; A- = 90-93; B+ = 87 to 89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = <60

## ATTENDANCE, PARTICIATION, AND READINGS

Daily class attendance and participation is mandatory. If you arrive late, leave early, or are absent, your participation grade for that day may be half or zero credit. You will be given two excused absences for any reason (i.e. your two lowest participation scores will be dropped), but no more, so plan accordingly.

You are required to complete the readings listed below each day **before** arriving to class. Part of each class will be devoted to you and your fellow colleagues discussing the readings for that day and how they relate to course themes, so if you do not read beforehand, you will not be able to engage in discussion with your colleagues or me in a meaningful way. Furthermore, you will not receive full participation credit without regularly and thoughtfully participating in discussions about the readings in class. The aim is to have a discussion of ideas occur between your classmates, with limited guidance from me. The daily readings are listed at the end of this syllabus under the heading “Class Topics & Assignments.”

Common sense respect (not texting or surfing the web or listening to headphones during class, etc.) is required. Likewise, when discussing ideas, you are required to be respectful of other people’s arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I reserve the right to remove anyone from class for disrespectful behavior.

## QUIZZES

There will be five in-class pop quizzes throughout the semester. The quizzes will consist of short written responses to questions dealing with major themes and issues covered in recent lectures and readings. You will be given 20 minutes to complete the quiz. Make ups for missed quizzes will only be allowed for documented, excused absences.

## WRITING ASSIGNMENTS

History is primarily a written craft, and writing is a distinct process of obtaining and relating knowledge. One of my goals is to improve your ability to write a clear argument with the use of evidence, a skill which will benefit you in almost any field or occupation.

You will have two paper assignments in this class. Each paper will be 4-5 pages, double spaced, begin with a clear thesis which responds to the prompt, and have thoughtful examples and analysis that demonstrates your thesis. And do not forget that the key to writing a good essay is reading over it and **REVISING** it several times!

I require that you submit both a hard copy of your paper in class and an electronic version to Canvas by the start of class on the day the assignment is due. Late submissions of assignments, drafts, or final papers will result in a loss of 1% of the paper’s total value per day late, starting

with the day the assignment was due (so if you submit the paper after class on the first day, it will be marked down 1%; the following day marked down 2%, etc.)

## ACADEMIC RESOURCES

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Writing Center (<https://writingcenter.uncg.edu/>) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/>) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/>). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

## ACADEMIC INTEGRITY

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsible to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

## CONTACTING ME

I encourage you to meet with me at my office hours or at another arranged time. You can also ask me questions by email. Please allow me a full day to respond (or two on the weekends), but I'll usually reply sooner.

## USEFUL WEBSITES

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

## SYLLABUS MODIFICATIONS

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to keep up with class announcements about any alterations.

## CLASS TOPICS & ASSIGNMENTS

### WEEK 1

T 1/15 Introduction

R 1/17 Geography, Ancient Worlds, and Religions

### WEEK 2

T 1/22 Islamic World to 1789

R 1/24 Transformations of the Long Nineteenth Century

Readings: Lanfranchi, ix-28

Donohue & Esposito, 1-6, 9-23

### WEEK 3

T 1/29 World War I

Readings: Lanfranchi, 29-78

R 1/31 Interwar Years: Authoritarian Reform in Turkey and Iran

Readings: Donohue & Esposito, 24-31

### WEEK 4

T 2/5 Interwar Years: Arab Mandates and Colonies

Readings: Lanfranchi, 79-148

R 2/7 Interwar Years: Creating Saudi Arabia

Readings: Donohue & Esposito, 41-43

WEEK 5

T 2/12 Interwar Years: Women and Society

Readings: Lanfranchi, 149-216

R 2/14 World War II and Independence Movements

Readings: Donohue & Esposito, 54-70, 103-108

WEEK 6

T 2/19 The Cold War, Oil, and the Middle East

Readings: Lanfranchi, 217-278

R 2/21 Nasser's Egypt and Ben-Gurion's Israel

Readings: Donohue & Esposito, 79-82, 103-108, 145-150

WEEK 7

T 2/26 The Algerian War for Independence

Readings: Canvas Week 7 Primary Sources PDF

R 2/28 The Arab Cold War and the Arab-Israeli Conflict

Readings: Donohue & Esposito, 100-102, 115-121, 249-259, 409-416

WEEK 8

T 3/5 Spring Break

R 3/7 Spring Break

WEEK 9

T 3/12 *The Battle of Algiers* [part I]

R 3/14 *The Battle of Algiers* [part II]

**First Paper Due**

WEEK 10

Readings:

T 3/19 From the 1967 War to the 1973 War

Readings: Donohue & Esposito, 83-99

R 3/21 Strengthening States and Civil Wars

Readings: Donohue & Esposito, 109-110, 128-132, 345-351

Haftlang & Aboud, vii-29

WEEK 11

T 3/26 The Waxing of Islamism

Readings: Donohue & Esposito, 332-340, 361-365

R 3/28 The Iranian Revolution

Readings: Haftlang & Aboud, 31-83

Donohue & Esposito, 229-235

WEEK 12

T 4/2 Women and Islamism

R 4/4 The Afghan War, the Iran-Iraq War, Terror in Egypt, and the War in Lebanon

Readings: Haftlang & Aboud, 84-135

Donohue & Esposito, 417-429

WEEK 13

T 4/9 The End of the Cold War and the Iraqi Invasion of Kuwait

R 4/11 Intifada, Oslo, and Intifada II

Readings: Haftlang & Aboud, 136-191

Donohue & Esposito, 433-443

WEEK 14

T 4/16 Globalization and the Middle East

Readings: Haftlang & Aboud, 192-247

Donohue & Esposito, 288-295, 366-370, 430-432

R 4/18 9/11, the War on Terror, and the US Invasion of Iraq

Readings: Donohue & Esposito, 184-196, 460-464

WEEK 15

T 4/23 Revolutions and Counterrevolutions

Readings: Canvas Week 15 Primary Sources PDF

R 4/25 The Modern Middle East at 100

Readings: Haftlang & Aboud, 248-274

WEEK 16

T 4/30 No Class: Study Day

F 5/3 **Due on Canvas at 6:30 PM: Final Draft of Second Paper**