

and North Africa

Introduction to the Middle East[^]:
Adjustment and Change in Modern Times
MES 301L (40145); GOV 303D (37800); HIS 306J (38320)
Spring 2022

Class Meets: MWF 9 – 10 AM in RLP 1.104

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Office Hours: MF 10 – 11 AM, and
by appointment (link on Canvas)

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Office Hours: T 12 – 2 PM
and by appointment

COVID-19 Updates

For the most up to date information on learning during COVID-19, including guidance about safety, cloth masks in classrooms, and classroom guidelines, see
<https://protect.utexas.edu/learning/>.

Course Description:

This course presents a historical overview of the Middle East and North Africa (MENA) since the late 18th century, with the purpose of identifying how the region has dealt with various aspects of globalization, including imperialism and colonialism, through an examination of intellectual, social, economic, and political responses. In this course, we will define the Middle East and North Africa as the region between Morocco and Iran, including Turkey and the Arabian Peninsula, but excluding Afghanistan.

Course Objectives:

The discussions and reading in this class are geared towards tackling two primary questions that inform our debate in class:

1. How do the major events of the 19th and 20th centuries in the MENA reflect the nature of the region's response and adaptation to globalization?
2. How have these experiences shaped the way in which the peoples of the region view themselves and others in response?

Students will:

1. Understand the complexity and diversity of the human past.
2. Exercise inquisitiveness, critical thinking, and clear communication with classmates, faculty, and the community.
3. Conduct careful research using print and electronic resources to analyze, synthesize and interpret historical evidence and ideas and present the results clearly and effectively.
4. Apply the major theories, concepts, and methods of historians in a meaningful way that will contribute to their effectiveness in graduate school or professions like teaching, law, politics, and business and in-service organizations.

5. Demonstrate knowledge of global processes including current global economics, global politics, and cultural issues as they influence and are changing the region in relation to the rest of the world and have done since the waning of the Ottoman Empire in the 19th century.

Global Cultures Flag

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. Thus, a substantial part of the course lectures and assignments will explore the practices, beliefs, and histories of non-U.S. cultural groups, past or present.

Class Materials

Required texts

- James Gelvin, *The Modern Middle East: A History, Fifth Edition*. Oxford: University Press, 2020 (see note below).
- Any other readings will be available through Canvas.

Reading assignments are listed on the dates when you are expected to have read them (i.e., as homework for that day, rather than that day's homework assignment).

Gelvin's *Modern Middle East* has been made available through [Longhorn Textbook Access](#). LTA is a collaboration between UT Austin, the University Co-op, and textbook publishers. It makes digital course materials available to you at the lowest possible price while ensuring that you have no-commitment access from the first day of class through Canvas.

A few things to know:

- If your textbook, or other course material, is provided through LTA, you are automatically going to receive no-commitment access to the materials as soon as your course Canvas site is published by your instructor.
- Information about the cost of course materials will be in emails you receive from the Co-op and also is accessible in the "My Textbooks" tab in Canvas.
- IF you choose to get your course materials through LTA, you do nothing. You will be billed through your What I Owe account.
- BUT you can easily opt out until the 12th class day (February 2) if you find a cheaper way to get the materials (but make sure the materials are exactly what is required!). You will receive reminders from the University Co-op about your ability to opt out and those messages will include a link to easily do so. Each message will tell you how to get help if you need it.
- NO ONE will be required to participate, or to pay a bill in What I Owe, who doesn't want to receive their materials through LTA.
- BUT if you don't pay, you lose access to the LTA materials, which could cause you problems in the class. You will receive several reminders from the LTA program about your LTA bill, and you will have several days to pay it in What I Owe before you lose access.

If you elect to acquire the book elsewhere, **please note that the edition (Fifth) is important**—at least two of the chapters are completely new to this edition, and others have been heavily revised.

Reading strategies

Readings form a major component of this course. Most class sessions will be discussion-based; lectures will illustrate the major points, or sometimes provide additional material that builds on the readings. If you do not do the readings, you will be unable to participate.

No text is perfect. Engage with the author: do you agree with their argument? Does the author leave you with unanswered questions? You are allowed to disagree with the authors! Bring these notes to class and be prepared to discuss them.

I do expect that some of these readings will be tough to parse through—that's fine. Part of what I want to accomplish in this class is to help you learn how to work with this kind of material. Please bring questions and comments (even if it's "I didn't understand this one.")

Note on Sensitive Material

Some of the topics in this course are controversial and may elicit strong emotional responses. My approach to such topics is to focus on the reasons for the controversies and the issues behind them rather than look for "the correct answer." I follow the adage that those who do not fully understand the position of those who disagree with them do not fully understand their own positions. Students are not required to agree with my personal opinions (if you can figure out what those are—sometimes I play devil's advocate just to remind everyone that there are other points of view).

I remind everyone that of these issues have been controversial for decades, if not longer, and we are not going to solve any of them in one semester. Where disagreements do take place, I expect students to be respectful toward me and their classmates. I have zero tolerance for disrespectful, disruptive, or rude behavior in my classes, either in person, online or elsewhere.

Use of E-mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible for keeping the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT-Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

Contacting your instructors

Please contact me with any questions, concerns, or issues that arise concerning this course, assignments, grading, etc. I am happy to help in any way that I can. The easiest way to reach me is by email. You are also fortunate this semester to have a Teaching Assistant who has also

taught this course, so please utilize Mr. Sitzes as a resource (especially if you have questions about Iran-related material).

I will also set up a “room” in Gmail for this class (you’ll need to be logged in with your utexas.edu address, which you should be using anyway) for quick questions. Please remember that everyone in the class is in the room, so do not use this to share personal information or ask about grades!

I and Mr Sitzes will both hold weekly office hours on campus—drop ins are welcome. We are also both available at other times; please e-mail Mr Sitzes or schedule an appointment with me through Canvas (the scheduler has access to my calendars and knows my availability better than I do!).

Attendance Policies

(note: the attendance plug-in on Canvas generates a score all by itself and should be ignored during the term; the final attendance grade will be calculated as described below).

Tardiness:

If you are coming to class, please try to arrive on time; late arrivals in a lecture hall can be disruptive, especially when we only have fifty minutes for class.

Absences:

I am required by Texas law to take attendance in this class for contact tracing purposes. However, I am not grading on attendance.

Please note that the availability of recorded class sessions through Lectures Online is **not intended to be a substitute** for attending class in person; this is not a hybrid course. At the same time, please do not come to class if you are feeling unwell or suspect that you may have been exposed to COVID-19 (this is what the Lectures Online materials are for).

Students who are absent are responsible for material that was covered that day, including notes from class. Class handouts will be posted on Canvas.

All exams will be take-homes; these are listed on the syllabus. No extensions will be given for the examinations except medical emergencies or true catastrophic events will warrant consideration on a case-by-case basis.

Course Work and Grading

Course Requirements:

- Class Participation (15% of the final grade)
- Weekly Response Writing (15% of the final grade)
- Mid-term examination (15% of the final grade)
- Final examination (20% of the final grade)
- Final Analysis Paper (worth 15% of the final grade)

Late Work and Makeup Work:

Due dates are posted on the syllabus; if there are changes I will announce these in class and post on Canvas. (**In the event of a discrepancy between dates/assignments listed on the print syllabus and what is posted on Canvas, Canvas should be considered definitive.**)

All assignments are due on the date posted. If an extension is needed on any assignment, you may request one in writing prior to the original deadline; in your message please let me know when you think you will be able to turn it in.

Because of the extraordinary circumstances of the semester, no late penalties will be assessed on work turned in after the deadline. The final date for submitting any late assignments will be **Friday, May 6.**

Electronics policies

Electronics may be used for note taking purposes and referring to course materials. If you intend to browse social media or otherwise disengage, please sit in the back of the room so as not to distract others.

Students who wish to record audio for future references may do so for personal use only.

Lectures Online

This class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas page for this class. You will find this tab along the left side navigation in Canvas.

To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/>.

You can find additional information about Lectures Online at: <https://sites.la.utexas.edu/lecturesonline/>.

If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit [Student Emergency Services](#). For additional campus resources, please visit [protect.utexas.edu](#).

Please note that posting of any class material or audio/visual recordings online (including written quotations) without my permission may result in disciplinary action through the Dean of Students' office.

Reading strategies

Readings form a major component of this course. Please bring a print or digital copy of the reading with you to each class session.

Lectures will illustrate the major points, or sometimes provide additional material that builds on the readings. If you do not do the readings, you will be lost, and you will miss material that will be covered on the exams. At the same time, if you are lost, or if the readings do not make sense to you, please post questions in the open discussion forum on Canvas. If fellow students cannot answer your questions (or if I think the answers are wrong or need fleshing out), I'll address these in the forum and/or in class.

As you go through the readings, don't simply read for memorization and leave pristine pages behind you. React to what you read. What surprises you? Highlight or star passages that you consider important. Write in the margins (or, for those using electronic copies, use one of the many apps or programs that allow you to comment on a PDF).

No textbook is perfect. Engage with the author: do you agree with their argument? Does the author leave you with unanswered questions? You are allowed to disagree with the authors. Bring these notes to class and be prepared to discuss them. I may select names at random and ask you to begin a conversation based on your notes on that day's readings—be prepared!

Class Participation (15% of the final grade):

I firmly believe that students can learn from each other as much as they can from their instructors, and, as such, I expect all students to participate in class discussion. This includes asking questions during lectures, posting questions in the class discussion forum on Canvas, being prepared to discuss the readings, and participating in small group work.

Under Reading Strategies, you will find suggestions for taking notes on the readings. I expect you to bring these notes to class and be prepared to discuss them. I may select names at random and ask you to begin a conversation based on your notes on that day's readings—be prepared!

Weekly writing Responses (15% of the final grade):

Each week, I will pose a question based on the reading to help you process the reading (this is also a way for me to make sure that, as a class, you're getting the information that I had hoped from the readings). Responses should cover both material covered in the lecture AND from the reading assignments from the previous Tuesday and Thursday. Responses will be due Sunday by 8 pm. Responses should be around 500 words in length (about four good sized paragraphs).

I have posted the reading response prompts for the first couple of weeks on the syllabus; after that, I will post the response question on Canvas no later than Thursday afternoon. A rubric is provided in the submission portal on Canvas.

There are 13 total responses due; the lowest three scores will be dropped (this includes zeros for non-submission).

First and Second (10% each) and Final (15%) Examinations:

Examinations will be a combination of essays and short answer questions. The final examination will not cover readings from the class periods prior to the mid-term, but essay questions may ask you to identify trends or influences from both halves of the semester.

Analysis Paper (15% of the final grade):

Students will be required to write a 3-4 page paper, due the last class day, reviewing a memoir (autobiography) or work of fiction from the Middle East. The paper should highlight how events or character traits reflect the political, economic, social, and cultural factors discussed during the course. A list of suggested works will be provided in class during week 12; students will be required to choose a title and submit a short (paragraph-length) explanation of their selection as their reading response that week.

Extra credit

I don't believe in extra credit assignments. I would much rather see you put the effort into the class material. If you work hard (even if you're struggling), ask me and/or Mr. Sitzes questions, and put in visible effort, that effort will be rewarded when it comes time to submit your final grade.

Classroom Statements and Policies

Land Acknowledgment

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what is now called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo &/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Statement on Learning Success

Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Statement on Flexibility

In acknowledgement of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. This semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Tentative Schedule

Week 1: Introduction

Big questions for this week: *What is the current situation in the Middle East and North Africa (MENA)? What are the issues that young people in the region feel are the most pressing?*

Wednesday, January 19: Course Introduction

- No reading assignment for today (obviously!).

Friday, January 21: The MENA region Today

- James Gelvin, *The Modern Middle East: a History, Fifth Edition*. Oxford: University Press, 2016. Introduction, pp 1-4.
- Rashid Khalidi, "The Middle East as a Framework of Analysis: Re-mapping a region in the Era of Globalization," *Comparative Studies of South Asia, Africa & The Middle East*, 28:1 (1998), 74-81. (on Canvas).

Week 1 Response question (due by 8 PM Sunday on Canvas): Identify three things in the above readings that surprise you, and explain why you were surprised by them: For example, do they present information that you did not expect to find? Do they run contrary to stereotypes or information you had been given previously?

Week 2: A Crash Course on the Early Modern MENA

Big questions for this week: *When, how, and why did the great empires of the MENA fall scientifically and economically behind Europe? How did the rise of European powers change the relationship?*

Monday, January 24: Setting the Stage

Some historical backstories here – who are the major powers in the region, where did they come from, and what was going on in the 19th century?

- Students who did not take the first half of this intro sequence or need/want a refresher on the early history of the region (and the origins of Islam), may benefit from reading Chapter 1 (pp 9-20).

- Everyone: read Gelvin *Modern Middle East*, Chapters 2 (21-29).

Wednesday, January 26: The Gunpowder Empires

- Gelvin, *Modern Middle East*, Chapter 3 (30-41).

Friday, January 28: Europe RedisCOVERS the MENA

- Gelvin, *Modern Middle East*, first part of Chapter 4 (42-50, end with the sequence of maps).

Week 2 Response Question (due by 8 PM Sunday on Canvas): One of the themes for this class is to discuss the challenges of globalization in the MENA. Even though it's early, the reading assignments that we have already done have shown some of these challenges. Identify two or three ways that globalization was already impacting the 19th century Middle East. What questions do these challenges raise in your mind and what you already know about the Middle East in the 20th century?

Week 3: Knowledge, “Modernity,” and Imperialism

Big questions for this week: *How did Europeans view the MENA region? How did the way that Europe understood the region influence the way in which the region saw itself?*

Monday, January 31: Orientalism: What is it, and why does it matter?

- Watch Edward Said “Framed: The Politics of Stereotypes.” (YouTube video – link on Canvas modules).
- Finish Gelvin, *Modern Middle East*, Chapter 4 (50-56).

Wednesday, February 2: “Modernity” and why no one ever seemed to achieve it

- Read Gelvin, *Modern Middle East*, intro to part II (67-68), and chapter 5 on Egypt and Tunisia (69-78).

Friday, February 4: Was the Ottoman Empire really the “sick man” of Europe?

- Gelvin, *Modern Middle East*, Chapter 5 (78 – 87).

Week 4: Imperialism

Big questions for this week: *What was the nature of imperial rule in the MENA? What were imperial ambitions, and how were they expressed?*

Monday, February 7: Settler colonialism: the case of Algeria

- Gelvin, *Modern Middle East*, Chapter 6 (89 – 94).
- Benjamin Stora, *Algeria 1830 – 2000: A Short History* (Cornell U Press, 2001; 1 – 12; on Canvas)

Wednesday, February 9: Indirect rule and occupation: Egypt and the Lebanon

- Gelvin, *Modern Middle East*, Chapter 6 (95 – 105)

Friday, February 11: The Ottoman Empire: the forgotten imperial context

- Deringil, Selim. “‘They Live in a State of Nomadism and Savagery’: The Late Ottoman Empire and the Post-Colonial Debate.” *Comparative Studies in Society and History* 45, no. 2 (April 2003): 311–42. <https://doi.org/10.1017/S001041750300015X>. Pay close attention to 311 – 324)

Week 5: Responses to Imperialism

Big question for this week: *How did thinkers and leaders respond to European imperialism?*

Monday, February 14: Islam and the Debate over “Modernity”

- Gelvin, *Modern Middle East*, Chapter 8 (140-150)

Wednesday, February 16: Secularism and Modernity

- Gelvin, *Modern Middle East*, Chapter 9 (151-57)

Friday, February 18: Nationalism and Constitutionalism

- Gelvin, *Modern Middle East*, Chapter 10 (158-164).
- **Exam 1 (take home; due Wednesday).**

Week 6: World War I

What happened during the First World War in the MENA? How did the events of the war change the region forever?

Monday, February 21: The Road to War

- Gelvin *Modern Middle East*, Chapter 11 (193-196; end at “Vignette, Drawing Boundaries (I)”; “An Arab Soldier in the Ottoman Army” (in “Documents,” 250-253)).

Wednesday, February 23: The Debate over 1915

- **Exam 1 due**
- Ronald Gregor Suny, “Truth in Telling: Reconciling Realities in the Genocide of the Ottoman Armenians,” *The American Historical Review*, 114:4 (Oct 2009), 930-946 (on Canvas).

Friday, February 25: The Post-War Picture

- Gelvin, Chapter 11 (197-204)

Week 7: Nations-in-Waiting: The Era of Mandates & Colonies

Big questions: *How did the collapse of the Ottoman Empire change the region?*

Monday, February 28: Setting Up New Nations

- Gelvin, Chapter 12 (207-221)

Wednesday, March 2: Setting Up New Nations

- Finish Gelvin, *Modern Middle East*, Chapter 12 (211-221)

Friday, March 4: Nationalism Transplanted

- Gelvin, *Modern Middle East* (Chapter 13 (222-231)

Week 8: Nationalism, Zionism, and the Origins of Conflict

Big questions for the week: *What is the origin and historical context of the Zionist movement? How did the people of the region respond to it?*

Monday, March 7: Introducing the Israeli/Palestinian Conflict

- Everyone take a deep breath. It's gonna be okay.
- James L. Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*, 3rd Edition, Cambridge: University Press, 2014. (**note that this is a different book by Gelvin**) Chapter 1 (1-13; on Canvas).

Wednesday, March 9: Herzl, the Zionist Idea & The Zionist Movement

- James L. Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*, 3rd Edition, Cambridge: University Press, 2014. Chapter 3 (46-56). (On Canvas).

Friday, March 11: Arab Responses to Zionism

- Gelvin, *Modern Middle East*, Chapter 14 (232-239).

Week 9: Spring Break
No Class**Week 10: The Rush to Decolonize**

Big questions for the week: *How did World War II alter the political situation in the MENA? How did the establishment of Israel and the 1948 war further complicate things?*

Monday, March 21: World War II and the 1948 war

- Finish Gelvin, *Modern Middle East*, Chapter 14 (240-248)

Wednesday, March 23: The Egyptian Revolution

- Gelvin, *Modern Middle East*, Introduction to Part IV and Chapter 15, "The Autocratic State," 261-290.

Friday, March 25: Nasserism, Ba'athism, Pan Arabism and Ismism.

- R. Stephen Humphreys, *Between Memory and Desire*, (60-82; on Canvas).

Week 11: Decolonization and Anti-Imperialism

Big questions this week: *How can we view the Egyptian Revolution of 1952-1956; the events of the Mossadegh Affair of 1953, and the Algerian revolution within the context of anti-imperialism?*

Monday, March 28: Oil!

- Gelvin, *Modern Middle East*, Chapter 15 (291-302)

Wednesday, March 30: Mossaedeq, Anglo-Iranian Oil, and the 1953 Coup

- Ervand Abrahamian, *A History of Modern Iran*, Cambridge: University Press, 2008. Chapter 4, 113-122 (on Canvas).

Friday, April 1: Algeria's Revolution

- Benjamin Stora, *Algeria, 1830-2000: A Short History*, 19-26; 107-117 (on Canvas).
- **Exam 2 (take home)**, due Wednesday.

Week 12: America's Turn at the Helm

Big Question this week: *When and how did the United States become interested in the MENA? How did the Islamic Revolution in Iran change America's relationship with the Middle East?*

Monday, April 4: The Carrot and the Stick

- Humphreys, "Nasser's Decision to Nationalize the Suez Canal," in *Memory and Desire*, 86-98).

Wednesday, April 6: America's Shah; Iran as America's Proxy Agent

- Little, *American Orientalism*, Chapter 6 (214 – 221, on Canvas).

Friday, April 8: The 1967 War and its broader significance

- Michael B Oren, *Six Days of War: June 1967 and the Making of the Modern Middle East*, (Oxford UP, 2002, 1-32, on Canvas).

Week 13: Who Speaks for the People?

Big question this week: *How did people respond to the political developments of the post-war era, especially those who felt their voices weren't heard (or who didn't like the way politics was going?)*

Monday, April 11: The (Re-)Emergence of Palestinian Identity

- Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (Columbia UP, 1997), ch 8, 177-201 (end at "IV")

Wednesday, April 13: Sayyid Qutb has some thoughts he'd like to share

- Gilles Kepel, *Jihad: The Trail of Political Islam*, (I.B. Tauris, 23-36; on Canvas)

Friday, April 15: Fall of the Peacock Throne

- Gelvin, Modern Middle East, Chapter 18, (321-328, end at "Islamism")
- Humphreys, *Between Memory and Desire* (98-104; on Canvas.)

Week 14: The Never-Ending Conflicts

Big question this week: *What is jihadism, and why are people in the region (and outside of it) drawn to it?*

Monday, April 18: The Never-Ending Conflict

- Mehran Kamrava, *The Modern Middle East: A Political History Since the Second World War*, Second Ed. (U California Press, 170-194; on Canvas.)

Wednesday, April 20: The Israeli-Palestinian Conflict: War to Peace and Back Again

- Gelvin, *Israel-Palestine Conflict*, (214-230; on Canvas.)

Friday, April 22: Islamism comes of Age

- Gelvin, *Modern Middle East*, Ch 18 (from “Islamism,” 329 – 335).
- Andrea Elliott, “Where Boys Grow Up to be Jihadis,” *The New York Times*, November 25, 2007. Online: <http://nyti.ms/1TYxUQd>

Week 15: Political Frustrations

Big question this week: What led to the Arab Spring? What next? What are some of the social frustrations that young people feel in the region? How does being part of a big globalized world help or hurt?

Monday, April 25: bin Laden and the Road to 9/11

- Gilles Kepel, *Jihad: The Trail of Political Islam*. Cambridge: The Belknap Press of Harvard University Press, 2002. (299-322; on Canvas).

April 27: Is Democracy on the March in the Middle East?

- Mehran Kamrava, *The Modern Middle East: A Political History Since the Second World War*, Second Ed. (U California Press, 345-373; on Canvas.)

Wednesday, April 27: The Arab Spring and After

- Gelvin, *Modern Middle East*, Chapter 18 (“from “The Arab uprising,” 338 – 346)

Week 16: The End of an Era?**Monday, May 2: The Middle East and the Environment****Wednesday, May 4: What Next?****Friday, May 6: Wrap up and Review****Services for Students with Disabilities**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you

are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Wellbeing Resources

- [Longhorn Wellness Center](#) resources for self-care
 - [Virtual Mindfulness and Stress Reduction Activities](#)
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- *Undergraduate Writing Center:* <http://uwc.utexas.edu/>
 - *Libraries:* <http://www.lib.utexas.edu/>
 - *ITS:* <http://www.utexas.edu/its/>
 - *Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>
 - *UT University Health Services:* <https://healthyhorns.utexas.edu/>

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
- www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course. To learn more about what plagiarism is and how to avoid it, see the [Avoiding Plagiarism tutorial](#) developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information about Q drops in general, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.