

# Middle East: Adjustment & Change in Modern Times

**Instructor:**  
**Kamran Scot Aghaie**

<b>Course Numbers:</b>	MES 301L; HIS 306J; GOV 303D
<b>Unique Numbers:</b>	39425, 37825, 37210
<b>Classroom</b>	ETC 2.108
<b>Class Time</b>	MWF 10:00-10:50 AM
<b>Office Hours</b>	Wed. 11:00 AM-1:45 PM
<b>Office</b>	CAL 501A
<b>Email</b>	<a href="mailto:kamranaghiae@austin.utexas.edu">kamranaghiae@austin.utexas.edu</a>

## **Course Description:**

What is the modern Middle East? This course sets out to explore what constitutes the modern Middle East as it has developed from late 18th century to the present. The geographical scope includes the territories of the Ottoman Empire, Iran, and North Africa. We will discuss the emergence of Imperialism, Colonialism, Nationalism, Secularism, Postcolonialism, Religious Modernism, and Fundamentalism. We will identify the place of the Ottoman Legacy and the Arab-Israeli Conflict in shaping the modern Middle East. Other themes will revolve around the significance of the oil economy, Iran and the Middle East, and the "Arab Spring."

## **Texts:**

James Gelvin, *The Modern Middle East: A History* (Fifth Edition)

Additional readings will be provided on Canvas.

## **Requirements:**

Attendance, weekly reading assignments, a map quiz, a group map project with in-class presentation, a midterm exam, and a final exam. Students must complete all the reading assignments and actively participate in class.

## **Prerequisites:**

None

## **Grading:**

Class Participation	25%
Map Quiz	10
Group Map Project (2 pp. plus a short presentation)	15
Midterm Exam	25%
Final Exam	25%

**In this class, it is a violation of the honor code to misrepresent work that you submit or exchange with your instructor, including work produced by a generative AI tool such as ChatGPT, by characterizing that work as your own if it is not your own.**

## MISCELLANIOUS COURSE POLICIES

- Students must complete all readings prior to the class session for which they are assigned.
- Materials on the website are only for use by the students in this class. Distribution or dissemination of any sort is not allowed.
- Any Tech. devices that students bring to class must be turned off and put away during the class session. This includes computers, PDAs, cameras, audio or video recorders, cel phones, ipods, etc. The same applies to outside reading materials.

*Note: The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259.*

## GRADING POLICIES

- Attendance will be taken at random times during class on randomly selected days, beginning after the last day to add the course. Any students who are absent at the moment when the attendance is taken will be counted as absent for that particular class session.
- The midterm and final are essay exams, 1 hour and 15 minutes in length. Students must bring large-size bluebooks for the exam. A study sheet of questions will be available on the web site prior to the exams. Grades for the essay exams will be assigned based on the grading rubric provided below.
- Students have two choices for taking the final exam. The first option is the last class session and the second option is the regularly scheduled final exam time. Students will sign up for one or the other toward the end of the term.
- Plus and minus grades will be assigned as follows. All numbers that involve decimals will be rounded up or down; for example, an 85.4 is an 85, and an 85.5 is an 86.

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-	60-	63-	67-	70-	73-	77-	80-	83-	87-	90-	93-
59	62	66	69	72	76	79	82	86	89	92	100

-Any student who feels that there may have been a mistake in the grading of his or her exam may submit it to be re-graded. In such cases the original grade will be erased and the paper will be re-graded using the same standards as the first time. Whatever the new grade is will be recorded in place of the original grade (whether it is higher, lower, or the same). Also, since the grading process must remain objective, students cannot be included in, nor can they directly influence, the grading process. Therefore, this option is available to any student as long as he or she has not discussed the content of the exam or the details of the grade with the TA or the instructor.

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**FERPA and Class Recordings:** No in-class recording is allowed without the instructor's express approval. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**COVID Caveats:** To help keep everyone at UT and in our community safe, it is critical that students (and faculty and staff) report COVID-19 symptoms and testing, regardless of test results, to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

## **GRADING RUBRIC FOR ESSAY EXAM QUESTIONS:**

### **The Superior Essay (A)**

Question is answered directly, clearly and thoroughly. *Thesis*: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear. *Structure*: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences. *Evidence*: Information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. *Logic and argumentation*: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound.

### **The Good Essay (B)**

*Thesis*: Promising, but slightly unclear, or lacking in insight. *Structure*: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences. *Use of evidence*: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. *Analysis*: Evidence often related to mini-thesis, though links perhaps not very clear. *Logic and argumentation*: Argument of answer is clear, usually flows logically and makes sense.

### **The Borderline Essay (C)**

The essay does not adequately address the question asked on the exam. *Thesis*: May be unclear (contain many vague terms); provides little around which to structure the paper. *Structure*: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences. *Use of evidence*: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). *Logic and argumentation*: Logic may often fail or be unclear.

### **The "Needs Serious Help" Essay (D)**

Does not address the question at all. (or) *Thesis*: Difficult to identify at all, may be bland restatement of obvious point. *Structure*: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences. *Use of evidence*: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. *Analysis*: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. *Logic and argumentation*: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic.

### **The Failing Essay (F)**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

# WEEKLY SCHEDULE

## **Week 1** (Jan. 17-19)

Required Reading:

### **Introduction**

Gelvin pp. 1-21

Faroqhi pp. 146-184

## **Week 2** (Jan. 22-26)

Required Reading:

### **Religious Traditions in the Middle East**

Denny pp. 99-129, 263-288

Faroqhi pp. 204-222

## **Week 3** (Jan. 29-Feb. 2)

Required Reading:

### **Early Modern Era: Gunpowder Empires**

Gelvin pp. 22-41

Denny 289-311

[Primary Docs. Gelvin pp.56-63]

## **Week 4** (Feb. 5-9)

Required Reading:

### **New Global Balance of Power**

Gelvin pp. 42-55

Article on Music (20 pp.-TBA by guest speaker)

**Guest Speaker: Sonia Seeman (Feb. 7)**

**Friday: In class**

## **Map Quiz (Feb. 9)**

## **Week 5** (Feb. 12-16)

Required Reading:

### **The Question of Modernity**

Gelvin pp. 67-88

Article assigned by guest speaker (20 pp.)

[Primary Docs. Gelvin pp. 117-139]

**Guest Speaker: Reem Shaykh (Feb. 14)**

## **Week 6** (Feb. 19-23)

Required Reading:

### **Imperialism**

Gelvin pp. 89-116

Article assigned by guest speaker (20 pp.)

[Primary Doc. *Shi'ite Pilgrimage to Mecca*]

[Primary Docs. Gelvin pp. 166-184]

**Guest Speaker: Mikiya Koyagi (Feb. 21)**

## **Week 7** (Feb. 26-Mar. 1)

Required Reading:

### **Intellectual Trends**

Gelvin pp. 140-165

Tawil-Souri article

Watch two assigned TED talks

[Primary Docs. Amin, et al pp. 97-151]

**Guest Speaker: Nahid Siabdoust (Feb. 28)**

<b>Week 8</b> (Mar. 4-8) Required Reading:	<b>Modernism and Constitutionalism</b> Gelvin 158-188 Article assigned by guest speaker (20 pp.)
<b>Midterm Exam (Mar. 8)</b>	<b>Friday: In class</b>
<b>SPRING BREAK</b>	<b>(Mar. 11-15)</b>
<b>Week 9</b> (Mar. 18-22) Required Reading:	<b>The Modern Middle Eastern State System (I)</b> Gelvin 189-221 Roger Allen article New Yorker book review (Updike) <b>[Primary Docs. Amin, Intro. to ch. 5, 5.3, 5.5, 5.8, 5.10]</b> <b>Guest Speaker: Levi Thompson (March 20)</b>
<b>Week 10</b> (Mar. 25-29) Required Reading:	<b>The Modern Middle Eastern State System (II)</b> Gelvin pp. 222-250, Article assigned by guest speaker (20 pp.) <b>[Primary Docs. Gelvin pp. 251-258]</b> <b>Guest Speaker: Ahmad Agbaria (March 27)</b>
<b>Week 11</b> (Apr. 1-5) Required Reading:	<b>Group Map Projects</b> No Assigned Reading
<b>Week 12</b> (Apr. 8-12) Required Reading:	<b>The Contemporary Era</b> Gelvin pp. 261-320, Article assigned by guest speaker (20 pp.) <b>[Primary Docs. Gelvin pp. 365-376]</b>
<b>Week 13</b> (Apr. 15-19) Required Reading:	<b>Resistance and Revolution</b> Gelvin pp. 321-348 Article assigned by guest speaker (20 pp.)
<b>Week 14</b> (Apr. 22-26) Required Reading:	<b>Concluding Thought, Issues, and Questions</b> Gelvin pp. 348-364 Article assigned by guest speaker (20 pp.) <b>Guest Speaker: Bryan Sitzes (Apr. 24)</b>
<b>Week 15</b> (Apr. 29)	<b>Final Exam (Option One)</b>

**FINAL EXAM TIMES:**

	<b>Date</b>	<b>Time</b>	<b>Room</b>
<b>Option One:</b>	April 29 (Mon.)	10:00-10:50 AM	ETC 2.108
<b>Option Two:</b>	May 4 (Saturday)	3:30-4:20 PM	TBA