

# ASH 3230:

## Middle Eastern Survey: An Interdisciplinary and Introductory Course

Spring 2011

Tue/Th 12:30-1:45, Bellamy 003

Will Hanley

Office: Bellamy 440

Office hours: M 11-12, Th 11-12

Email: whanley@fsu.edu

Voicemail: (850) 912-9143

This seminar introduces a dozen Middle Eastern cities, using a variety of lecturers and approaches. Students will a) become familiar with the particular characters of dozens of Middle Eastern cities, in this way learning something of the diversity of the region, b) encounter a variety of approaches to the study of the region, and c) develop deep knowledge of one of its cities, which they will study over the course of the semester.

### Evaluation

Tuesday responses (written and oral)	40
Mid-term meeting (bibliography and outline)	10
Presentation	10
Final paper	30
Participation	10

### Tuesday responses

Each Thursday, a lecturer will talk about a Middle Eastern city, using a particular analytical or methodological or disciplinary perspective. Each Tuesday, you will come to class prepared to discuss *your* city using that same approach. As part of your preparation, you will write one to two paragraphs (no more than a page), which you will turn in at the beginning of class (no late papers accepted). In this response, and the discussion that follows, you are expected to show engagement, but not expertise. Each written and oral response will receive up to four points, and you be marked on your best ten weeks' work (4 x 10 = 40).

Grading rubric:

**D** Discipline: show link with approach presented, and discuss readings from the week.

**S** Search: persistence, resourcefulness, sense of method, offer help to others

**R** Results: useful findings, genuine focus on city itself

**E** Expression: spelling, grammar, citation

## Presentation and final paper

Your Tuesday papers and discussions will form the core of your final presentation and paper, in which you *will* be expected to show a degree of expertise about your city. In the paper, you will integrate your thoughts each week as well as your general reading about your city to produce a thorough description of the city. As part of this description, you will tell us which disciplines and approaches have given your city most attention, and which have (or should) ignore it. Your presentation will last ten minutes, and your paper will be a maximum of 2500 words.

## Mid-term meeting

We will meet individually at the middle of term (Mar 3 and Mar 15) to discuss the progress of your research. Before this meeting, please give me a bibliography, a 1000 word draft, and an outline of the full final paper.

## Readings

Each presenter will assign a short reading (twenty to fifty pages), which is to be completed before the Thursday meeting. Readings will be posted on the course website.

## Schedule

This schedule is subject to change. The syllabus posted on Blackboard will be updated to reflect changes, and it is the schedule of record.

Tu Jan 4 Introduction

Th Jan 6, Tu Jan 11 **Istanbul: Consular and diplomatic history** (Hanley)

- Readings:*
- Mr. H.C.A. Eyres, British consul-general in Constantinople, to Sir G.A. Lowther, British ambassador at Constantinople, letter #38, August 18, 1908. [Link](#)

Th Jan 13, Tu Jan 18 **Alexandria: Demographics and social history** (Hanley)

- Readings:*
- Justin McCarthy, "Nineteenth-Century Egyptian Population," *Middle Eastern Studies* 12, no. 3 (1976): 1-39.
  - "Village Tabel of Population, showing Density, Area, Number of occupied Dwellings, Sex, Religion, Civil Status, Literacy and Blindness," in Egypt, Maslahat 'Umum al-Ihsa', *The census of Egypt taken in 1917*, 2 vols. (Cairo: Government press, 1920), I, 20-31.

Th Jan 20, Tu Jan 25 **Basra: Origins of settlement** (Adam Gaiser, Religion)

- Readings:*
- Tabari, *The History of al-Tabari* (Albany: SUNY Press, 1985), vol. 12, 160-72

- Fred Donner, *The Early Islamic Conquests* (Princeton University Press, 1981), 229-30.
- S. H. Longrigg, "Al-Basra," *Encyclopedia of Islam*.

Th Jan 27, Tu Feb 1 **Djibouti: Fantasy and reality** (Peter Garretson, History)

- Readings:*
- Amedee Bollee, "Djibouti: From French Outpost to US Base," *Review of African Political Economy* 30.97 (Sept. 2003), 481-4.
  - [henrydemonfreid.com](http://henrydemonfreid.com)
  - Henry de Monfreid, *Pearls, arms and hashish* (1930), 86-121.

Th Feb 3, Tu Feb 8 **'Amman: Planning response to population growth**  
(Petra Doan, Urban and Regional Planning)

- Readings:*
- Nabil Abu Dayyeh, "Persisting Vision: plans for a Modern Arab capital: Amman, 1955-2002," *Planning Perspectives* (2004) 19: 79-110.
  - Robert B. Potter, Khadija Darmame, Nasim Barham, and Stephen Nortcliff, "'Ever-growing Amman", Jordan: Urban expansion, social polarisation and contemporary urban planning issues," *Habitat International* 33 (2009): 81-92.

Th Feb 10, Tu Feb 15 **Beirut: Memoir** (Zeina Schlenoff, Modern Languages)

- Readings:*
- Jean Said Makdisi, "Beirut: A New Topography," chapter 3 of *Beirut Fragments* (Persea: 1999), 69-89.
  - Samir Khalaf, *Heart of Beirut: Reclaiming the Bourj* (Saqi Books, 2006), 19-39, 126-64.
  - Aseel Sawalha, *Reconstructing Beirut* (University of Texas Press, 2010), 23-49, 133-40.

Th Feb 17, Tu Feb 22 **Jerusalem: Faiths in conflict** (David Levenson, Religion)

- Readings:*
- Karen Armstrong, *Jerusalem: One City, Three Faiths* (Ballantine, 2005), pp. 37-55, 174-93, 217-44, and maps.

Th Feb 24, Tu Mar 1 **Cairo: Literature in translation** (Dan Vitkus, English)

- Readings:*
- Edward Said, "Embargoed Literature," *The Nation*, 17

September, 1990: 34-41.

- Yusuf Idris, "House of Flesh."
- Sabri Moussa, "Benevolence."
- Alifa Rifaat, "An Incident in the Ghobashi Household."
- Nawal El Saadawi, "She Has No Place in Paradise."

Th Mar 3 Mid-term meetings

Tu Mar 15 Mid-term meetings

Th Mar 17, T Mar 22 **Dubai: Economic history** (Victoria Penzinger, History)

- Readings:*
- Julia Wheeler & Paul Thuysbaert, *Telling Tales: An Oral History of Dubai* (Explorer Publishing, 2006), excerpts.
  - Alexander Melamid, "Dubai City", *Geographical Review*, Vol. 79, No. 3 (Jul., 1989), pp. 345-347. [\[link\]](#)
  - Alexander Melamid, "The United Arab Emirates", *Geographical Review*, Vol. 87, No. 4 (Oct., 1997), pp. 542-545. [\[link\]](#)

Th Mar 24, Tu Mar 29 **Istanbul: International relations** (Dale Smith, Political Science)

- Readings:*
- Ziya Öniş, "Conservative globalists versus defensive nationalists: political parties and paradoxes of Europeanization in Turkey," *Journal of Southern Europe and the Balkans* 9.3 (Dec. 2007), 247-61.
  - Cigdem Kentmen, "Determinants of Support for EU Membership in Turkey: Islamic Attachments, Utilitarian Considerations and National Identity," *European Union Politics* 9.4 (2008) 487-510.

Th Mar 31, Tu Apr 5 **Paris: Migration and Minorities** (Alec Hargreaves, Modern Languages)

- Readings:*
- Erik Bleich, "The legacies of history? Colonization and immigrant integration in Britain and France," *Theory and Society* 34 (2005): 171-95.
  - "Radio Beur: Multiculturalism on the French Airwaves," in Richard L. Derderian, *North Africans in Contemporary France: Becoming Visible* (NY: Palgrave, 2004), 71-102.

Th Apr 7, Tu Apr 12 **Wikipedia** (Hanley)

Th Apr 14, Tu Apr 19,  
Th Apr 21 Presentations

## Policies

A. **Students with disabilities** covered by the Americans with Disabilities Act should follow these steps:

- 1) Provide documentation of your disability to the Student Disability Resource Center.
- 2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor the first week of class. The statement should indicate the special accommodations you require.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. Telephone: (850) 644-9566 (voice) (850) 644-8504 (TDD). Email: [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) Website: <http://www.disabilitycenter.fsu.edu/>

B. **Missed work:** If you are unable to take an examination at the arranged time you must inform the instructor at the earliest possible date, and provide a reasonable excuse with whatever documentation might be necessary. The instructor will determine what constitutes documentation and a reasonable excuse. Make-up exams will be allowed at the discretion of the professor.

C. **Cheating and plagiarism:** All students are required to uphold the Academic Honor Code, which "is based on the premise that each student has the responsibility to: 1) Uphold the highest standards of academic integrity in the students own work, 2) Refuse to tolerate violations of academic integrity in the academic community, and 3) Foster a high sense of integrity and social responsibility on the part of the University Community." The Florida State University Academic Honor Policy (<http://dof.fsu.edu/honorpolicy.htm>.) outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Read it.

The penalty for a confirmed breach of the honor code, as outlined in the Student Handbook, will be either a "0" for the assignment or an "F" for the course, at the discretion of the instructor. Plagiarism will definitely receive the latter penalty. Additionally, for any breach, a letter will be sent to the Judicial Office of the University.

D. **Gordon Rule requirements:** In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments (totaling 3000 words) for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course. If you do not pass the Gordon Rule, you **cannot receive a final grade HIGHER than a D** in the class, **regardless** of your scores on the exams. Your Gordon Rule portion of the class will be the ten weekly papers, which total 3000 words.

F. **Laptops and cell phones:** Turn them off and put them away before class. If you text during class, you will be asked to leave.

# Grading Practices

## Letters and Numbers

A: 83-100 A-: 80-82 B+: 77-79 B: 73-76 B-: 70-72 C+: 67-69 C: 63-66 C-: 60-62 D: 50-59 F: 0-49

## Papers and Exams

An **A** or **A-** paper or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A **B+** or **B** paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly. A **B-** paper or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A **C+**, **C**, or **C-** paper or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material. A **D** paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material. An **F** paper or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

## Class and Seminar Participation

A student who receives an **A** for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a **B** for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a **C** for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of **D** or **F**.

*Source: adapted from Princeton University "Department of History Grading Practices"*