Contact information: Professor's email: stockdale@unt.edu
This is a very effective way for us to communicate, so feel free to reach me online. I check my accounts once per day, so please remember that you will not necessarily receive an “instant reply” from me, but I will answer your email in a timely manner. When emailing me, please identify yourself by giving me your entire name, the class you are in, and your specific question or request.
Office: Wooten Hall #238
Office phone: (940) 565-4209
Office hours: Tuesdays 12:30 -1:30 PM and by appointment. Please come and talk to me during office hours, as it is your time set aside for us to discuss history and the course. If you cannot come during these hours, please make an appointment to see me.

Course Description: In this class, students will learn the historical foundations of contemporary ideologies, conflicts, and cultures in the modern Middle East. There will be an emphasis on the histories of Egypt, Israel, Palestine, Iraq, and Iran, although we will also touch on the histories of other nations as well. We will explore the role of imperialism in shaping the modern Middle East, the impact of religion and political ideologies on contemporary conflicts over space and resources, and examine how popular culture can influence political and social events. This class will be taught primarily from Middle Eastern perspectives, and will include many contrasting Middle Eastern voices, to give students a wider sense of the variety of issues, ideas, and historical conclusions concerning this dynamic and influential region.

Course Readings: There are six required books for this course, listed in the order of reading:

Humphreys, R. Stephen, Between Memory and Desire
al-Jabarti, Napoleon in Egypt
al-Saltanah, Taj, Crowning Anguish
Amin, Qasim, The Liberation of Women and the New Woman
Joe Sacco, Footnotes in Gaza
Riverbend, Baghdad Burning

I cannot stress enough how important it is for you to keep up and complete all of your assigned readings. You will be examined on the information in your books just as you will the lectures, and you will be expected to integrate readings into our class discussions as well. If you have any trouble understanding any of the readings, feel free to come in to office hours to discuss them with me. Note that I will be giving unannounced quizzes throughout the semester based on your readings if I find that people aren’t reading, so make sure that you do the readings on time! You can find study questions for the books @ http://stockdalemaymester2010.blogspot.com
**Grading:** Your grade for the course will be weighted as follows: class participation--15%, paper--25%, a midterm--25%, and a final--35%. If you have any questions about your grades once received, please come to see me (at least 24 hours after receiving them) during my office hours. There is no curve in this class.

**Exams:** You will be given an in-class midterm on May 23rd. You will have a take home final exam due to Blackboard by Noon on June 1st. These will be essay exams. There will not be make-ups for these exam, so if you have any other engagements, change them and come prepared to take and turn in the tests at the scheduled time.

**Paper:** You will write one 6-page paper, due May 30th, before lecture starts. If you need help with your writing, feel free to come to me for assistance. The assignment is attached to this syllabus. Please note: it will NOT be possible for you to turn this paper in late, so please prepare to turn it in on time. Note that you will be uploading your paper to Blackboard and I will be grading it electronically.

**Turning in things late:** This is a simple one--I do not accept late assignments. All work must be turned in to me by the due date and time! If not, your grade will suffer, because you will receive a 0% for that assignment. Of course, there are life events that pop up that make it impossible for you to turn your assignment in. Such events include death, extreme ill health, etc. If this is the case, please talk with me. (Please don’t fake someone’s death.) Otherwise, turn in your assignments on time.

**ADA Accommodation:** The University of North Texas abides by the legal code of the Americans with Disabilities Act, and I am happy to give qualifying students accommodations. However, the only way that I can provide these accommodations is if you register with the Office of Disability Accommodation in advance of the date when you need such accommodation. Students register with this office, and the office in turn notifies professors of the types of accommodations necessary. If you don’t register with them, I cannot provide any special accommodations. If you do register with them, we can set up the accommodations you require through their office.

This is UNT's ADA statement for syllabi: “The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.”
**Plagiarism and cheating:** Plagiarism and cheating take many forms, including, but not limited to: the use of another author's words without citation, cutting and pasting uncited materials from the internet, having someone else do your work and claiming it as your own, and copying from another student’s paper or exam. All writing is the intellectual property of the person who came up with it; just think about what would happen if you suddenly started marketing Microsoft Word as your own software, or released downloads of Grimes songs claiming to be the band--this is plagiarism. If you are caught cheating or plagiarizing, you may be expelled from UNT. Trust me, I will catch you and I will prosecute you, because plagiarism makes me very angry. If you are still unsure at any time during the semester as to what plagiarism is, please come and talk to me.

In order to protect students who do not plagiarize, I will be having everyone in the course submit their papers to me via Blackboard, and they will be checked for cheating by turnitin as well as by me.

**Classroom decorum:** As a courtesy to me as well as your fellow students, please do not come late to class, nor leave early. Also, please turn off all cellular phones, pagers, music players, and other disruptive devices before entering the classroom. Do not pretend to be taking notes on your laptop or mobile device, only to be surfing the net, IMing, texting, or otherwise disrupting people with your computer/phone shenanigans. Furthermore, do not record the class in any way, including audio or videotape, or digital recording devices, unless you have approved that as a necessary action with me and the Office of Disability Accommodation.

Please note: I reserve the right to make changes to this syllabus.

**COURSE TOPICS:**
Introduction to the Modern Middle East
Ottoman Hegemony in the Arab Middle East
Napoleon in Egypt--the beginning and the end for the Modern Middle East
Orientalism
Nationalism and Imperialism in Iran
Zionism and other imports
Competing "isms" in the Middle East
Women's Issues in the Modern Middle East
Israel-Palestine Conflict
Nasserism
The Islamic Revolution in Iran
Petrochemicals and the Gulf War

**FINAL EXAM:** Due to Blackboard by June 1st at 12 Noon Central Time. I will pass out the exam in class on May 31st, as well as make it available for download on Blackboard at that time. You will be able to write the exam within that 24-hour period, using whatever sources from class you have. You will need to cite all of your sources formally, as if it was a paper.
**Paper Assignment:** DUE to Blackboard before the start of class on May 30th. Late papers will not be accepted. It must be at least six (6) pages double-spaced, with appropriate margins and in 12 point Times font. Select one of the following questions to answer for your paper:

1) In al-Jabarti's *Napoleon in Egypt*, we find an early modern encounter between Egyptians and Europeans, with a decidedly anti-Western bent. However, one hundred years later, Qasim Amin wrote his tracts *The Liberation of Women* and *The New Woman* advocating Westernization as a means of competing with Europe politically, economically, and culturally. In this paper, compare and contrast the ways that al-Jabarti and Qasim Amin viewed the Europeans--their manners, customs, gender attitudes, religious and political beliefs, etc. Explain why you think the Arab intelligentsia underwent such a radical shift in the 19th century, incorporating historical and theoretical information from the books as well as lecture in your argument. Moreover, what do you think the non-Arab Princess from Iran, Taj al-Saltanah, would think of their contrasting attitudes? What was her take on the West and notions of westernization?

2) *Baghdad Burning: Girl Blog from Iraq* and *Footnotes in Gaza* make direct statements about the contemporary Middle East using an alternative approach to traditional historical sources. In this essay, I would like you to compare and contrast the positive and negative attributes of using confessional blogs, oral histories, and investigative journalism (presented in graphic form) as sources for understanding the impact of the Iraq War and the Israel/Palestine conflict on everyday people. How do the wars overtly and subtly impact daily life? What are the devices the authors use to convey their feelings about war? How may historians adequately use such sources, and what are the drawbacks for using cultural productions such as these for understanding larger political and social events? How may an historian read these forms of memoir, along with a narrative such as *Between Memory and Desire*, to construct a clear picture of Iraqi, Israeli, and Palestinian history?

**Remember:** I can help you throughout the writing process! Please do not hesitate to come to me for help if you need it. Come see me in office hours or email me at stockdale@unt.edu and we'll set up an appointment to fit our mutual schedules.

**A word to the wise:** You are required to cite any quotations you take from any source, as well as any ideas that are not your original thoughts. I don't care which citation format you use--MLA, parenthetical, Turabian, Chicago, etc.--but you must use one and be consistent. Please come to me if you would like further help with this concept.

**And some more advice:** PROOFREAD! Don't just rely on the spell-checker, because it's always inadequate. Read over your paper in hard copy format, and get someone else you trust to read it over as well--a roommate, a friend, a partner--and make corrections before you print out the copy you will turn in. This is crucial because I expect these papers to be made up of excellent spelling and grammar as well as scintillating historical insight--yes, I do count grammar and composition! How can I follow your arguments if I can't understand what they are???

**Things to double-check when proofreading your paper:** Have you cited all sources? Have you written full sentences? Have you purged your language of Internet jargon, contractions, and other informalities? Have you fully answered the question? Have you proofread and not merely
relied upon the spellchecker of your word processing program? Do you have a thesis and have you supported that thesis with historical evidence?

**Things I do not want to see in your academic term paper:**
No dictionary definitions. No Wikipedia or other unreliable sources from the Internet. No mega-paragraphs that go on for pages and pages and incorporate millions of topics—one paragraph = one topic. Please don't go off on tangents about your life. Anecdotes are not historical evidence, and your opinion should only be expressed with historical evidence to support it.

**Don't wait until the last minute!**

**Good luck!**