Contact information: 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 4:30-6:00 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 course, we will explore many elements of the diverse and long-standing history of Middle Eastern Jewry. Beginning with the early Islamic period, we will examine experiences of Jews living in the Islamic empires of the medieval period, as well as histories of Jews in the era of European imperialism. We will also delve into the changes that Jews and non-Jews experienced in the Middle East with the introduction of Zionism from Europe and the creation of Israel in the 20th century, and talk about Jewish experiences in the modern Middle East both outside and inside of Israel. By the end of this course, students will have a clear sense of the complexity of Jewish history in the Middle East over long periods of time.

Course Readings: There are seven required books for this course:

Bashkin, Orit, New Babylonians
Behar, Moshe and Zvi Ben-Dor Benite, editors. Modern Middle Eastern Jewish Thought
Cohen, Julia and Sarah Stein, editors. Sephardi Lives
Dammond, Liliane S., The Lost World of Egyptian Jews
Goldin, Farideh, Wedding Song
Shabi, Rachel, We Look Like the Enemy
Yakin, Boaz and Nick Bertozzi, Jerusalem

There are also a handful of documents available for download at our course Blackboard site, in the “Course Content” section.

I cannot stress enough how important it is for you to keep up and complete all of your assigned readings. Most of our class will involve discussing the reading, and all of our
assignments will engage the readings, so if you don't do it, you will fail. If you have any troubles understanding any of the readings, feel free to come in to office hours to discuss them with me. Bring up your questions in class, too—if you have them, others probably do as well.

**Grading:** Your grade for the course will be weighted as follows: class participation (including the Blackboard discussion board)--15%, paper--25%, a take-home midterm--25%, Blackboard journals – 10%, and an in-class final--25%. 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.

**Blackboard:** We will be using Blackboard for a variety of graded elements in this course, including a discussion board, personal journals, turning in your term paper, and turning in your take-home midterm. *You cannot pass this class without utilizing Blackboard.* You can log into Blackboard at https://learn.unt.edu and access the class in your schedule. Please do not hesitate to talk with me if you have problems accessing Blackboard in any way. Remember to exercise properly netiquette while interacting with one another on Blackboard. A great guide to netiquette may be found here: http://www.albion.com/netiquette

**Exams:** You will be given a take-home midterm *(5-6 double-spaced pages, due March 8th at the beginning of class)* and an in-class final *(May 10th at 6:30-8:30 pm)*. These will be essay exams. There will not be make-ups for these exams, so if you have any other engagements, change them and come prepared to take and turn in the test at the scheduled time. Please note that the final exam will be closed-book, meaning, you will not be allowed any notes in class. You will submit the midterm electronically to Blackboard, and the final will be written by hand in class (I will provide the Green Book).

**Blackboard Journals:** On the class Blackboard page (login at http://learn.unt.edu), I have set up a journal assignment, called Jews in Middle Eastern History Journal. You can access it on the “Course Content” splash page. This journal is a place for you to communicate with yourself, and me, regarding your interpretations/opinions/questions about class content. You should make an effort to write each week in the journal -- the topic of your entries are up to you, as long as they are related to our class topics/lectures/readings/media/etc. This is a space for you to engage with the material, work out ideas, ask questions, and reflect upon our class themes and evidence. I will drop in to read and comment upon your journal throughout the course. This journal will not be graded based on its content per se. However, you must write consistently and seriously throughout the course to obtain the points available. There will be 10 points available per week. The grading for the journals portion of the course grade is as follows: 100-150 points = A, 80-99 points = B, 79-70 points = C, 69-60 points = D, 59-0 points = F. If you do the math, you will see that it's VERY easy to get an "A" on this assignment, as long as you take the journal seriously and participate most weeks.
**Paper:** You will write one 8-page (double-spaced) paper, due April 12th before lecture starts. You will submit this paper electronically to Blackboard. 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.

**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 reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable 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 reasonable 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](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 to 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 starting marketing Microsoft Word as your own software, or released CDs 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. You can find UNT’s policy on Academic Dishonesty here: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

In order to protect students who do not plagiarize, I will be having everyone in the course submit their papers electronically through Blackboard, where they will be run through turnitin.com’s database. They will also be graded on Blackboard, and grades will be made available via Gradebook. Turning in papers digitally will prevent others from stealing physical copies of your work, as well as save paper! It will also save you all from trying to read my handwriting. 😊

**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 video tape, 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.**
Schedule:

**Week 1 - January 19th**
Introduction to the history of Jews in the Middle East
Reading: Get your books

**Week 2 - January 26th**
Pre-Islamic Jewry and the coming of Islam to the Middle East
Reading: Downloaded document reading from Blackboard

**Week 3 - February 2nd**
Jewish communities in Islamic empires I: Spain and North Africa
Reading: Downloaded document reading from Blackboard

**Week 4 - February 9th**
Jewish communities in Islamic empires II: Iran and the Ottoman Empire
Reading: Cohen & Stein, *Sephardi Lives*

**Week 5 - February 16th**
Case studies of Jews living under Islamic government
Reading: Cohen & Stein, *Sephardi Lives*

**Week 6 - February 23rd**
The coming of European imperialism and its impact on Jewish-Gentile relations
Reading: Behar & Benite, *Modern Middle Eastern Jewish Thought*

**Week 7 - March 1st**
European Zionism and Jews in the Middle East I
**MIDTERM PASSED OUT** at the end of class.
Reading: Behar & Benite, *Modern Middle Eastern Jewish Thought*

**Week 8 - March 8th**
European Zionism and Jews in the Middle East II
**MIDTERM DUE** by the beginning of class – turn it in electronically to Blackboard

**Week 9 - March 15th**
Spring Break! No classes. Have fun!

**Week 10 - March 22nd**
Decolonization/Recolonization: The end of European empire, the creation of Israel, and their impact on Middle Eastern Jewry I
Reading: Yakin & Bertozzi, *Jerusalem*
**Week 11 - March 29th**
Decolonization/Recolonization: The end of European empire, the creation of Israel, and their impact on Middle Eastern Jewry I
Reading: Dammond, *The Lost World of the Egyptian Jews*

**Week 12 - April 5th**
Being a Middle Eastern Israeli: Mizrahi history I
Reading: Goldin, *Wedding Song*

**Week 13 - April 12th**
Being a Middle Eastern Israeli: Mizrahi history I
Reading: Bashkin, *New Babylonians*
**PAPER DUE** by the beginning of class – turn it in electronically to Blackboard

**Week 14 - April 19th**
Remembering Middle Eastern Jewish life before Israel
Reading: Shabi, *We Look Like the Enemy*

**Week 15 - April 26th**
Today’s Middle Eastern Jews
Reading: Downloaded document reading from Blackboard

**Week 16 - May 3rd**
**Wrap-up and Final Review**
Reading: Catch up!

**Final Exam: May 10th at 6:30-8:30 PM**

**GOOD LUCK!!!**
Paper Assignment
DUE to be uploaded to Blackboard before the start of class on April 12th, 2016
Late papers will not be accepted.

Your paper must be at least eight (8) pages double-spaced, with appropriate margins and in 12 point Times/similar font.

Select one of the following questions to answer for your paper:

1. *The Lost World of the Egyptian Jews, New Babylonians, and Wedding Song* all give personal accounts of Jewish life in the Middle East before and after the creation of Israel. This event precipitated a long and controversial moment that led to many tens of thousands of Arab and Persian Jews leaving their native countries in the wake of anti-Israeli sentiment. In this paper, I would like you to analyze the various reactions these authors and/or their subjects have to Zionism, its impact on their lives and the lives of their communities, their relationships with their non-Jewish neighbors in their home countries, and their personal identities as Jews, Arabs and/or Persians, men and women, Zionists or non-Zionists/anti-Zionists, etc, throughout their lives.

2. One of the themes of this class is interactions: interactions between Jews and non-Jews, as well as among Jews, in the Middle East. Using *Jerusalem, Sephardi Lives*, and *We Look Like the Enemy*, analyze the variety of historical encounters between and among Jews and non-Jews in the Middle East, both outside and inside of Israel. What are the driving motivations guiding these encounters, and is it possible to generalize about “the nature of relations” between and among Jews and non-Jews in the Middle East over the several generations? Why or why not?

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.

And don't forget: You will have to turn this paper in on Blackboard before the start of class on April 12th! You can access the process on the “Course Content” splash page by clicking “Term Paper” and following the directions. Let me know if you have any issues.

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, and get someone else you trust to read it over as well--a roommate, a friend, a partner--and make corrections before you upload 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 in formalities?
Have you fully answered the assignment?
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?
Are your block quotes single-spaced, and is the body of your paper double-spaced?

**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. It is important to take a stand and build an argument, but you need to use evidence to do so.

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