

**ES 455B: The Middle East**

The course has a Writing Intensive (W) and Oral Communication (O) Focus Designations and satisfies the Diversification for Social Sciences (DS) general education requirement.

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**Office Hours:** Tuesday, 12:00 -1:00 and by appointment

**The Course:**

The course is intended to provide a basic knowledge about the Middle East. The readings, guest speakers, videos, lectures, and student participation will facilitate the intended goal. Further, the course is interactive and relies significantly on student participation.

**Student Learning Outcomes:**

In this course you will: (1) gain experience in writing, research, oral presentations and discussion; (2) be introduced to interdisciplinary inquiry; (3) be encouraged to practice critical thinking; and (4) become familiar with the study of the Middle East using the historic method in a global context.

**Texts:**

Bayoumi, Moustapha and Andrew Rubin (eds.). *The Edward Said Reader*. Vintage, 2000 (Said Readings on Website: <http://www2.hawaii.edu/~aoude/>)

Chomsky, Noam. *9-11: Was There An Alternative?* Seven Stories Press, 2011.

Jillian Schwedler (ed.). *Understanding the Middle East*. Lynne Rienner, 2013

Ilan Pappé. *The Ethnic Cleansing of Palestine*. One World Publications, 2006

Peled, Miko. *The General's Son: Journey of an Israeli in Palestine*. Just World Books, 2012.

**Grading:**

|                                   |                |
|-----------------------------------|----------------|
| Research paper                    | 25 pts.        |
| Research Paper outline            | 05 pts.        |
| Presentation of research paper    | 05 pts.        |
| 1 Presentation on a reading       | 20 pts.        |
| 3 response papers (6 points each) | 18 pts.        |
| Class Participation               | 15 pts.        |
| Attendance                        | 12 pts.        |
| <hr/> Total                       | <hr/> 100 pts. |

### **Writing Intensive Assignments:**

The research paper, research paper outline and response papers are designed to help you better learn the course material through writing to develop effective communication strategies through written assignments and to learn to think critically and make substantive arguments. Individual meetings with the professor at various stages of the written assignments will help to improve your written communication skills and become more effective writers.

**Research Paper:** You will write a research paper plus a research outline on a topic agreed to by the instructor. Focus on the past 100 years. The instructor will discuss the topic with each student individually. The paper must be 2,500 words long, not including the bibliography. It must also have: (1) a title; (2) an introduction stating the topic, why it was chosen, the sources used, the method(s) used, and the organization of the essay; (3) a body (with subheadings); (4) a conclusion clearly identified as such; (5) references to sources used (endnotes or footnotes) where needed; and (6) a bibliography, which must not include sources not referenced in the text. No references allowed from Wikipedia. Each of you will submit a **Research Outline on Thursday, September 29**. The outline will have to be substantive with a bibliography.

Note: I will be happy to read a draft of your research paper if given to me at least one week before the scheduled oral presentation. You would do well to take advantage of this opportunity. **RESEARCH PAPERS ARE DUE ON THE LAST DAY OF INSTRUCTION, Thursday, December 8.**

**Response Papers:** Students will write 3 response papers on each of the first three texts, discussing **TWO** major themes in each work. Each paper must be 500 words long and will be due on the date indicated on the syllabus schedule. One rewrite is allowed for each paper. Rewrites must be submitted within one week from the time the instructor returns them. Initial submissions must be attached to the rewrites.

### **Oral Communications Assignments:**

The 15-minute and 5-minute presentations contribute to improving your public speaking skills and allow you to better learn course content as you organize arguments and provide support for them. Individual consultations with the instructor before and after your oral presentations will help you to better prepare for your presentations and communicate ideas clearly while addressing any concerns you may have, as well as give post-presentation feedback on strengths you might build upon and how you might improve your oral presentation skills for the future. You may refer to notes, but please do not read your oral presentations.

**Research Paper Presentation:** The presentation must be 5 minutes long. You may use videos, slides, maps or anything else that may enhance the quality of your presentation. A sign-up sheet for presentations will be distributed on **Tuesday, November 22**.

**Presentation On A Reading:** The presentation must be 15 minutes long. The instructor will distribute a presentation schedule on **Tuesday, September 13**. Presentations will begin on **Tuesday, September 20**. Select a reading assigned for the particular date of the presentation. One-on-one meetings with the instructor prior to the oral presentation will be scheduled to go over content and oral presentation of the material to guarantee effectiveness and relative ease in conveying main ideas.

**Class Participation:** Questions, comments, etc. allow you to think critically and on your feet, as it were. Class participation may also be regarded as an indirect way to critique student presentations and encourage group interaction. In addition, each student will watch two 30 minute videos during the semester on a website to be provided by the instructor. Write a substantive one-paragraph commentary on each video. Each student will give a brief description of and a commentary on each video in class. Finally, each student will share with the class a current-events news item **THREE** times during the semester. **All video commentary and current events reports MUST be completed by Tuesday, November 29.**

**Attendance:**

Attendance is critical to class participation. Late arrival to class beyond 5 minutes will be considered the same as being absent. However you would do well to still attend class to keep up with the discussion of course materials.

**Schedule:**

Text Abbreviations: Sch: Schwedler; MP: Miko Peled; NC: Noam Chomsky; P: Pappé; S: Said Reader

Aug.

T 23 Introduction: The course

R 25 Sch: ch. 1; S: pp. xi-xxxiv

T 30 Sch: ch. 2; S: ch. 4: pp. 63-66

Sep.

R 1 S: ch. 4: pp. 67-92

T 6 Sch: chs. 3 & 4

R 8 S: ch. 6: pp. 169-194

T 13 Sch: chs. 5 & 6

R 15 P: Preface & chs. 1-3

T 20 P: chs. 4 & 5

R 22 S: ch. 5: pp. 114-168.

T 27 Sch: ch. 7; S: ch. 9: pp. 243-266

R 29 Sch: ch. 8. **Research paper Outline Due**

Oct

T 4 Sch: ch. 9. **Said Paper Due**

R 6 P: chs. 6 & 7

T 11 P: chs. 8 & 9

R 13 P: chs. 10 & 11

T 18 P: ch. 12 & Epilogue

R 20 S: ch. 15: pp. 382-398

T 25 Sch: ch. 10 & 11

R 27 MP: Introduction and Part 1: pp. 13-73. **Pappé Paper Due**

Nov.

T 1 MP: Continuation of Part 1

R 3 MP: Part 2: pp. 77-109

T 8 Sch: chs. 12 & 13.

R 10 MP: Part 3: pp. 113-188

T 15 MP: Continuation of Part 3

R 17 MP: Part 4: pp. 191-221.

T 22 CN: Editor's Note, pp. 9-12 & Was There an Alternative?, pp. 13-40 and chs. 1-3. **Sch Paper Due**

R 24 HOLIDAY: THANKSGIVING DAY

T 29 CN: Chs. 4 & 5. **All video commentaries and current events reports DUE**

Dec.

R 1 CN: Chs. 6 & 7 & Reflections on 9-11

T 6 Student Presentations

R 8 Student Presentations, **Research Paper Due, Last Day of Instruction**

**A note on academic writing:** The writing assignments are to train the student in critical analysis. It is quite legitimate to refer to works of other writers. In fact, it is necessary to do so in the research paper. In this case, the student must give a complete citation: the author(s), complete title of work, year published, publishing press, relevant page(s), and whether you are quoting directly or simply referring to the author's ideas. In the former case (direct quotes), author's text must be in quotes and follow the original exactly. Otherwise, plagiarism might be committed. That is, the writer of the research paper might be illegitimately using someone else's ideas. The University of Hawai'i academic policy prohibits plagiarism. The student who commits plagiarism will automatically fail the course. Further disciplinary action may also be taken toward the student.

Any time you need to discuss any aspect of the course: research, writing or reading assignments, come and see me. I am here to help you succeed.