

**ES 455B: THE MIDDLE EAST
SPRING 2017**

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

Instructor: Ibrahim G. Aoudé. George Hall 339. Phone: 956-4000

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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 and Readings:

Two chapters from Bayoumi, Moustapha and Andrew Rubin (eds.). *The Edward Said Reader*. Vintage, 2000. Chapters available on Website:

<http://www2.hawaii.edu/~aoude/>

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

Seven chapters from 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, 2016

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

Grading:

Research project	20 pts.
Presentation of project	06 pts.
Presentation on a reading	20 pts.
4 response papers (6 points each)	24 pts.
Class Participation	20 pts.
Attendance	10 pts.

Total	100 pts.
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Writing Intensive Assignments:

The research project, 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 Project: You will select a current issue in a country (or countries) in the Middle East in consultation with the instructor. Discuss the specific issue and, utilizing what you have learned during the semester, write about how you would envision a solution to it. The project must be 1,250 words long, not including the bibliography. It must also have: (1) a title; (2) an introduction stating the topic, the method(s) used, and how the essay is organized; (3) a body (with subheadings); (4) a conclusion clearly identified as such; (5) references to sources used (endnotes, embedded notes or footnotes) where needed; and (6) a bibliography (five to eight sources), which must not include sources not referenced in the text. No references from Wikipedia allowed.

Response Papers: Students will write a response paper on each of the following texts: Said's, Pappe's, Peled's, and Schwedler's, discussing two major themes in each work. Each paper must be 750 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 20-minute and 10-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. You may use notes for the oral presentations, but please do not read them.

Presentation On A Reading: The presentation must be 20 minutes long. The instructor will provide a sign-up sheet for the presentations on **Tuesday, January 24**. Presentations will begin on **Tuesday, January 31**. Select a reading assigned for the particular date of the presentation. One-on-one meetings with the instructor in advance would ensure a high-quality presentation.

Research Project Presentation: The presentation must be 7 minutes long. You may use videos, slides, maps or anything else that may enhance the quality of your presentation. One-on-one meetings with the instructor in advance would ensure a high-quality presentation. The instructor will provide a sign-up sheet for the presentations on **Tuesday, April 20**. Presentations will begin on **Tuesday, April 25**.

Class Participation: Class participation promotes group interaction. In addition, each student will watch two 30 minute videos during the semester on a website to be provided by the instructor and write a substantive short paragraph commenting 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 **THREE** current-events news items during the semester. **All video commentary and current events reports MUST be completed by Thursday, April 20.**

Attendance:

Attendance is critical to class participation and to receive the full points for it. Three absences are allowed during the semester.

Assignments Schedule:

Text Abbreviations: **Sch:** Jillian Schwedler; **MP:** Miko Peled; **NC:** Noam Chomsky; **P:** Ilan Pappé; **S:** Said readings from *The Edward Said Reader*

Jan.

T 10 Introduction: The course

R 12 Sch: chs. 1 & 2

T 17 Sch: ch. 3

R 19 Sch: ch. 4

T 24 S: Editors' Introduction to *The Edward Said Reader*: pp. xi-xxxiv

R 26 S: Editors' Introduction to chapter 4; ch. 4: pp. 67-92

T 31 Sch: ch. 5

Feb.

R 2 Sch: ch 6

T 7 P: Preface & chs. 1-3

R 9 P: chs. 4 & 5

T 14 Sch: ch. 7. P: ch 6. **Said Paper Due**

R 16 Sch: ch. 8. P: ch 7

T 21 Sch: ch. 9. P: ch 8

R 23 Sch: ch 10. P: ch 9

T 28 Sch: ch. 11. P: ch. 10

Mar.

R 2 P: chs. 11, 12 & Epilogue

T 7 MP: Forward & Introduction; Part 1: pp. 25-89

R 9 MP: Continuation of Part 1: pp. 25-89. **Pappé Paper Due**

T 14 MP: Part 2: pp. 93-128
R 16 MP: Part 3: pp. 131-216

T 21 MP: Continuation of Part 3: pp. 131-216; MP: Part 4: pp. 219-268
R 23 Sch: chs. 12 & 13

T 28 SPRING RECESS
R 30 SPRING RECESS

Apr.

T 4 NC: Editor's Note, pp. 9-12 & Was There an Alternative?, pp. 13-40. **Peled Paper Due**

R 6 NC: ch. 1

T 11 NC: chs. 2 & 3. **Schwedler Paper Due**

R 13 NC: ch. 4 & 5

T 18 NC: chs. 6 & 7

R 20 NC: Reflections on 9-11. **All videos and current events reports should be completed. Research Project Due**

T 25 Project Presentations

R 27 Project Presentations

May

T 2 **CONCLUDING REMARKS ON THE STUDY OF THE MIDDLE EAST**

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