

**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.

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

**E-Mail:** [aoude@hawaii.edu](mailto:aoude@hawaii.edu) **Office Hours:** Tuesdays, 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 and Readings:**

Two chapters from Bayoumi, Moustapha and Andrew Rubin (eds.). *The Edward Said Reader*. Vintage, 2000 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, 2012

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

Note:

**Grading:**

Research paper	25 pts.
Research paper outline	05pts.
Presentation of research paper	05 pts.
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. A new outline is required should the student decide on changing the paper topic. 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 from Wikipedia allowed. Each of you will submit a **Research Paper Outline on Tuesday, February 16**. Outlines will have to be substantive with a bibliography.

**RESEARCH PAPERS ARE DUE ON THE LAST DAY OF INSTRUCTION, TUESDAY, May 3.**

**Response Papers:** Students will write a response paper on each of the following texts: Pappé's, Peled's and Schwedler's, 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. You may use notes for the oral presentations, but please do not read them.

**Research Paper Presentation:** The presentation must be **five (5)** 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. A sign-up sheet for presentations will be distributed on **Thursday, April 14**.

**Presentation On A Reading:** The presentation must be **15** minutes long. The instructor will distribute a presentation schedule on **Thursday, January 21**. Presentations will begin on **Thursday, January 28**. 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.

**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 (on the website) 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 21.**

**Attendance:**

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

**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 12 Introduction: The course

R 14 Sch: chs. 1 & 2

T 19 S: Editors' Introduction to *The Edward Said Reader*: pp. xi-xxxiv

R 21 S: Editors' Introduction to chapter 4; ch. 4: pp. 67-92

T 26 Sch: ch. 3

R 28 Sch: ch. 4

Feb.

T 2 Sch: ch. 5

R 4 Sch: ch 6

T 9 P: Preface & chs. 1-3

R 11. P: chs. 4 & 5.

T 16 Sch: ch. 7. P: ch 6. **Research Paper Outline Due**

R 18 Sch: ch. 8. P: ch 7

T 23 Sch: ch. 9. P: ch 8

R 25 Sch: ch 10. P: ch 9

Mar.

T 1 Sch: ch. 11. P: chs. 10 & 11

R 3 P: ch. 12 & Epilogue

T 8 MP: Introduction and Part 1: pp. 13-74. **Pappé Paper Due**

R 10 MP: Continuation of Part 1: pp. 13-74

T 15 MP: Part 2: pp. 75-110  
R 17 MP: Part 3: pp. 111-188

T 22 SPRING RECESS  
R 24 SPRING RECESS

T 29 Sch: ch. 12 **Peled Paper Due**  
R 31 Sch: ch. 13

Apr.

T 5 NC: Editor's Note, pp. 9-12 & Was There an Alternative?, pp. 13-40  
R 7 NC: ch. 1

T 12 NC: chs. 2 & 3. **Schwedler Paper Due**

R 14 NC: ch. 4 & 5

T 19 NC: chs. 6 & 7

R 21 NC: Reflections on 9-11. **All video and current events reports to be completed**

T 26 Student Presentations  
R 28 Student Presentations

May

T 3 **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 talk about any aspect of the course: research, writing or reading assignments, come and see me. I am here to help you succeed.