

UC 11871 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: MCL College: CLASS

APPROVED SEP - 4 2013
M.M.

2. Faculty Contact Person: Emran El-Badawi Telephone: 3-3044 Email: eel-badawi@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
WCL / 3377 / The Modern Middle East: Literature, Politics, and Ideas
- Instructional Area / Course Number / Short Course Title (30 characters max.)
WCL / 3377 / MODERN MID EAST LIT POL IDEA
- SCH: 3.00 Level: JR CIP Code: 1601040001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

- WCL / 3377 / The Modern Middle East: Literature, Politics, and Ideas
- Course ID: 047565 Effective Date (currently active row): 20113

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Survey of major landmarks in the literature and thought of the Middle East after 1798, examining each in the context of the region's political history. Taught in English.

10. Dean's Signature: _____ Date: 10/9/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Modern and Classical Languages

Person Making Request: Emran El-Badawi

Telephone: 713-743-3044

Email: eel-badawi@uh.edu

Dean's Signature: _____

Date: September 12, 2012

Course Number and Title: WCL 3377: The Modern Middle East: Literature, Politics, and Ideas

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- Students will be able to demonstrate familiarity with the literature, politics and ideas of the Modern Middle East.
- Students will be able to analyze primary and secondary sources and cite them as evidence to support their understanding of historical events, as well as cultural ideas, values and beliefs.
- Students will be able to identify, evaluate and appropriately cite online and print sources.
- Students will be able to communicate effectively their understanding of patterns, processes and themes in the history of the Modern Middle East.
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-

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political Science

Social & Behavioral Science

Component Area Option

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will be required to write a 6-7 page paper. Each paper will need to cite primary as well as secondary sources as evidence for arguments made. Each paper will need to analyze the ideas, values and beliefs found in the literature.

Students may answer one of the following questions:

1) How important was Europe to the political development of the Middle East during the 20th century? Was its influence on the region good or bad in the long run? Consider the colonial enterprise, the fall of the Ottoman Empire and other regional powers in your explanation.

2) Why specifically did Arab Nationalism and Islamism come into conflict with one another in the Middle East? What people and events made this conflict imminent? Speculate on the future of each discourse in the wake of the Arab Spring.

Communication Skills:

In the same 6-7 page paper as above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same 6-7 page paper as above, students will explore issues of social responsibility.

Personal Responsibility:

In the same 6-7 page paper as above, students will explore issues of personal responsibility.

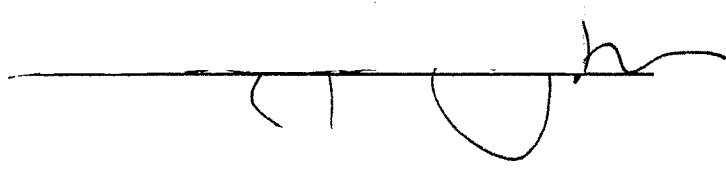
Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: DR

A handwritten signature in black ink, consisting of a horizontal line with a large loop and a small flourish at the end, positioned to the right of the 'Dept. Signature' label.

ARAB 3377: The Modern Middle East: Literature, Politics, and Ideas

Instructor: Emran El-Badawi
Office Hours: TBA(AH 618)

Contact: eel-badawi@uh.edu / 3-3044
Course web site: uh.edu/blackboard

Course Description:

This course will introduce students to major developments in modern Middle Eastern cultural history through literature, film, and essay. The secondary goals are to improve the students critical thinking and writing skills and provide a basic cultural literacy regarding the region. The course seeks to encourage students to think about the region critically as a way of going beyond the clichés and culturalist interpretations that plague our view of it. Specific themes pursued include women and gender in Middle Eastern society, the legacy of colonialism and the conflict with Israel, the legacy of the current series of American military interventions, the place of tradition in contemporary Middle Eastern society, the development of the novel in the region, Arabic Poetics, Arab economic unequal development, and Middle Eastern cosmopolitanism. By the end, the student will be able to discuss the culture, history and politics of the region at an acceptable level for an informed citizen of the United States.

Course Objectives:

- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Learning Outcomes

- Students will be able to demonstrate familiarity with the literature, politics and ideas of the Modern Middle East.
- Students will be able to analyze primary and secondary sources and cite them as evidence to support their understanding of historical events, as well as cultural ideas, values and beliefs.
- Students will be able to identify, evaluate and appropriately cite online and print sources.
- Students will be able to communicate effectively their understanding of patterns, processes and themes in the history of the Modern Middle East

Texts:

Primary Sources (selections from)

EvliyaCelebi, *Book of Travels*

Al-Jabarti, *Al Jabarti's Chronicle of Napoleon in Egypt*

Halide Edip; *Memoirs*

Jamal al-Din al-Afghani, *Letters*

'Ali 'Abd Al-Raziq, *Islam and the Foundations of Governance*

Arthur Balfour, *Balfour Declaration*

Hsan Al-Banna, *Memoirs*

Michel 'Aflaq, *The Battle for One Destiny*

TahaHusayn, *Leaders of Thought*

Jalal Al-eAhmad, *Occidentosis: A Plague from the West*

RuhullahKhomeni; *Guardianship of the Jurist*

NaguibMahfouz, *Midaq Alley*

FatimaMernissi, *Scheherezade Goes West*

SassonSomekh, *Baghdad, yesterday: the making of an Arab Jew*

Mahmoud Darwish, *Memory of Forgetfulness*

Nunns and Idle, *Tweets from Tabrir: Egypt's Revolution as It Unfolded, in the Words of the People Who Made It*

Secondary Sources

Edward Said, *Orientalism* (selections)

William Cleveland, *A History of the Modern Middle East*

Marwan Bishara, *The Invisible Arab: The Promise and Peril of the Arab Revolutions* (selections)

Video

Battle for Algiers

Lillie Paquette, *We Are Egypt*

Course Grading:

Attendance & Participation	20%
2 Papers	40%
Final Exam	20%

Papers:

Students are required to write TWO essays answering a range of questions posted on Blackboard. Each essay should demonstrate knowledge of the terminology, theories and ideas, examine the sources critically and put them in conversation with one another. The essays should also demonstrate how Islamic civilization is in dialogue with other civilizations, and how it influenced the history, beliefs and values of modern society as a whole.

Each essay must be between 6-7 pages in length (about 1500-1750 words). A rough draft of each essay is due two weeks before the final draft. Students will receive feedback on grammar, writing style, analysis, use of evidence and overall critical thinking.

Timeline:

Week 1: Political Landscape: Ottomans, Qajars and the House of Saud
Cleveland ch.4; Celebich. 1-4, 9-10

Week 2: The Colonial Experience: From Napoleon to Lawrence
Cleveland ch.5-6; Jabarti

Week 3: Orientalism and Imperialist Discourse
Saidch. 1

Week 4: Islamic Reform and Modernism
Cleveland ch. 7; Afghani

Week 5: Nationalism: First the Turks then the rest
Cleveland ch.8

Week 6: World Wars and Carving Out the Modern Middle East
Cleveland ch. 9; 'Abd Al-Raziq; Balfour
ESSAY 1 Rough draft due

Week 7: A Struggle for Independence
Cleveland ch. 10-12; *Battle for Algiers*

Week 8: Adopting and Rejecting European Lifestyle
Husayn; Ahmad
ESSAY 1 Final draft due

Week 9: Arabs and Jews in Holy Land
Cleveland ch. 13; Darwish; Somekh

Week 10: Ba'athism and Nasserism
Cleveland ch. 15; 'Aflaq

Week 11: Political Islam: From the Muslim Brotherhood to the Ayatollah of Iran
Cleveland ch. 14; Al-Banna; Khomeini

Week 12: Women between Tradition and Emancipation
Edipe; Mernissi

Week 13: Talking Sex, Blasphemy and Repression
Bisharach. 2; Mahfuz
ESSAY 2 Rough draft due

Week 15: Arab Spring: Popular Revolution or Civil War?
Bisharach. 3-5

Week 15: Tahrir Square and the Future of the Middle East
Nunns and Idle; *We Are Egypt*
ESSAY 2 Final draft due

Holidays: TBA

Other Policies:

Academic Honesty

Students are expected to abide by the UH Academic Honesty Policy. Students who violate this policy will be penalized. For more on academic honesty, please see the sections on “Conducive Learning Environment” (p. 64) and “Disciplinary Code” (pp. 66-67) in the *University’s Student Handbook* at <http://www.uh.edu/dos/publications/handbook.php>

Disability

The University of Houston is committed to providing equal education opportunities for all students, and will make reasonable academic accommodations for students identified as disabled under the law. For more information, contact the Center for Students with Disabilities at 713-743-5400, or see their online explanation of policies and procedures at <http://www.uh.edu/csd/>