

ANTHROPOLOGY 298 INTRODUCTION TO MIDDLE EAST STUDIES

Instructor: Diane Baxter

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Office Hours: Fridays, 1-2

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Course Website: Blackboard (<https://blackboard.uoregon.edu>)

Course Materials:

Books: (Available at the UO Bookstore)

Khosravi, Shahram. 2008. *Young and Defiant in Tehran*. Philadelphia: University of Pennsylvania Press. (Pp. 176)

Peterson, Mark. 2011. *Connected in Cairo: Growing Up Cosmopolitan in the Modern Middle East*. Bloomington: Indiana University Press (Pp. 218)

Articles and Chapters: (Available online on the course's Blackboard site; see Supporting Materials A at the end of this syllabus for a complete list of readings)

11. Course Description

The Middle East and North Africa (MENA) was of central importance in the development of agriculture, cities, mathematics, science, and western religious traditions. In the contemporary period, while some MENA countries have the fastest-growing economies globally and the region is home to vast supplies of oil, over 88% of the people are under 24, poverty has not declined since 2005 due to rapid population growth, and inequality is growing. Many MENA countries are undergoing extreme political instabilities and revolts continue to rock the region, engaging the concern and response of countries outside the MENA, including the United States. The region, then, both historically and contemporarily, holds global significance. In this course, the primary focus centers on the development of and interrelationships among national, familial, religious, gendered, and personal identities in the MENA and the ways in which these identities interact with colonial histories, historical memory, politics, globalization, and worldview. Using an anthropological approach based primarily on ethnographies, the course provides a critical introduction to these issues in Egypt, Iran, Saudi Arabia, Lebanon, Jordan, Syria, Israel, and Palestine. The course will also briefly examine current political instabilities and revolts in light of the interactions between identities described above. The course has been designed to meet the social science group requirement since a central organizing principle is that issues of various identities and their interactions with historical processes are approached from various theoretical perspectives and from the diverse viewpoints and positions in academic and popular writing. Students will, thus, gain an understanding of the ways in which these issues are

differentially defined and viewed by multiple parties—in terms of perspective, place, and time. The course is also designed to meet the multi-cultural (International Cultures) requirements since it investigates issues in many MENA countries and also explores the interrelationships between the MENA and other world region.

111. Expected Learning Outcomes: By the end of the course, students will be able to:

- Describe the factors implicated in the development of national, familial, religious, and personal identities in MENA countries
- Demonstrate how various identities are interrelated
- Explain the (re)formulation of identities within the contexts of post-colonialism and globalization
- Analyze the relationships between identities and the current political instability and revolts in MENA countries
- Examine the diversity within individual MENA countries based on class, gender, age, and level of education
- Describe the diversity among MENA countries based on historical experiences, historical memory, and socio/economic/cultural/religious factors

IV. Estimated Student Workload: The primary workload for students is regularly attending and actively participating in class, doing all the assigned readings in a timely way, preparing for quizzes, preparing for and writing two essay exams. On the average, students will read approximately 100 pages per week, which should take about 4 hours. Preparing for quizzes should take about 1 hour per week, three hours per week to prepare for/research the essay exams. In class, films will take up approximately 2 hours over the course of the quarter and students will be asked to watch 4 hours of film outside of class over the course of the quarter.

V. How Grades Will Be Determined: Course Requirements

1. Attendance & Participation: **20** points possible: Each class session attended gives you ½ a point. You earn the other ½ point by your class participation. This means you can earn 1 point per class session, 2 points per week (2 points per week x 10). Students earn participation points by writing a brief-one short paragraph- response to a question the instructor poses five minutes before the end of each class session. Questions posed are based on the day's lecture materials. These written responses are not graded. Rather, they earn students ½ point per class session as "participation."
2. Three Quizzes: **30** points possible: Three quizzes will be given during the first 10 minutes of class on Thursdays, Jan. 15 and 29 and Feb. 26. The quizzes will test your overall understanding of the readings, rather than small details. Quiz 1 will cover readings from weeks 1 and 2. Quiz 2 will cover readings from weeks 3 and 4 and Quiz three will cover readings from weeks 6-8. The quizzes will encourage you to keep up with the readings, which will allow for better class discussions. There are 10 objective questions (multiple choice, t/f, matching) on each quiz.
3. Two Essay Exams: **50** points possible: The first essay exam is based on our first ethnography, *Young and Defiant in Tehran*, and is due on Saturday, Feb. 7 by 5 pm. The essay should be 4 pages in length. The first essay exam is worth 20 points. The second essay exam consists of two essays. The first will focus on general course themes and the second on *Connected in Cairo*. It is due on Sunday, March 15 by 5 pm. The second essay exam should be 6 pages in length. The second essay exam is worth 30 points. Guidelines are provided in Supporting Materials B at the end of the syllabus

V2. How Grades Are Determined: Standards for Grading (These standards are set by the Department of Anthropology for all courses)

A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

V3: Grading Rubric:

A+	98+	C+	78-79
A	93-97	C	73-77
A-	90-92	C-	70-72
B+	88-89	D	62-69 (no pluses or minuses given)
B	83-87	F	61 and below
B-	80-82		

Points are not rounded up so, for example, a score of 87.5 translates to a B grade. Please don't ask for your grade to be rounded up. The answer will be "no!"

V4. Grading Policies:

Policy on Quizzes: Quizzes are given on Thursdays (weeks 2-4 and 6-8) during the first ten minutes of class. Quizzes will be collected ten minutes after class begins. Students who come to class late must turn their quizzes in at that time. No extensions are given.

Students who come to class after the quizzes have been collected will NOT be able to take the quiz.

Policy on Response Papers and Final Essay: It is rare that I will grant extensions for the response papers and final essay. If you have a compelling reason/emergency situation, you should contact me immediately—before the date the assignment is due. Do remember, however, that **extensions are rarely given!**

Policy on Incompletes: By university regulations, incompletes can only be considered if a student has finished almost all of the course work. Taking an incomplete is generally not a good idea. Many students who get incompletes never complete the course and wind up with an automatic FAIL. Therefore, incompletes are rarely given and are solely at the discretion of the instructor.

V1. Course Schedule and Assignments

PART ONE: Studying the Middle East: Landscape, Context, and Challenges

Week One: Jan. 6/8 INTRODUCTION TO THE COURSE & SETTING THE STAGE:

Lecture 1: Go over syllabus with special attention to requirements
“Western images of MENA countries & Middle Easterners” and “Why Identity Matters”

Film Clip: *Hollywood Harams* (15 minutes)

Readings: Eickelman, *Anthropology, The Middle East, and Central Asia*, Pp. 1-21

Lecture 2: “Current Politics, Challenges, and Unrest”
Guest Speaker: Prof. March Lynch

Readings: Eickelman, *Intellectual Predecessors: East and West* Pp. 22-42, (optional)

Khosravi, *Introduction*, Pp. 1-14

Angrist, *The Making of Middle East Politics*, Pp. 1-32

Watch: Marc Lynch: *After the Arab Spring*:

<https://www.youtube.com/watch?v=1odv2vozs-Y>

Marc Lynch’s website: take a look:

<http://www.marclynch.com>

Week Two: Jan. 13/15 PEOPLE, RELIGION, ETHNICITY AND THE MAKING OF THE MODERN MIDDLE EAST

Lecture 1: “The MENA landscape: The diversity of MENA countries ethnically, religiously, linguistically, economically, socio-culturally”

Guest Lecturer: Prof. Shaul Cohen

Readings: Fromkin, Pp. 415-500 (a glance)

Khosravi, Ch. 1, Cultural Crimes, Pp. 15-31

Lecture 2: "The Ottoman Empire, World War 1, the creation of the map of MENA, and the new states"

Quiz 1

Readings: Fromkin, Pp. 500-576 (a glance)
Fromkin, Middle East Map (about 6 pages)
Khosravi, Ch. 2, The Aesthetics of Authority

PART TWO: The Complex Web of Identities in MENA

Week Three: Jan. 20/22 NATIONAL IDENTITY: CREATING CITIZENSHIP AND LOYALTY

Lecture 1: "Historical Memory and Jordanian National Identity"

Readings: Massad, Cultural Syncretism or Colonial Mimic Men: Jordan's Bedouins and the Military Basis of National Identity, Pp. 100-162

Lecture 2: "Resisting National Identity and State Politics"

Readings: Khosravi, Ch. 3, A Dissident Neighborhood, Pp. 57-90
Mafouz, The Norwegian Rat, Pp. 1-5

Week Four: Jan. 27/29 RELIGIOUS IDENTITIES

Lecture 1: "Piety, Selfhood, and Community in Egypt"

Readings: Mahmood, Topography of the Piety Movement, Pp. 40-78
Khosravi, Ch. 4, A Passage to Modernity, Pp. 91-121

Lecture 2: "Being Modern the Shi'i Way in Lebanon"

Readings: Deeb, Pious and/as/is/ Modern, Pp. 3-41

Quiz 2

Week Five: Feb. 3/5 CASE STUDY: *YOUNG AND DEFIANT IN TEHRAN*

Lecture 1: "The Struggle over Identity between the State and Youth in Iran"

Readings: Khosravi, Chs. 5-Coda, Pp. 122-176

Lecture 2: "The Struggle over Identity between the State and Youth in Iran,"
cont.

Readings: No readings for today

Essay Exam Due: Saturday, Feb. 7, 5 pm (Blackboard)

Week Six: Feb. 10/12 GENDERED IDENTITIES

Lecture 1: "Women, the State, and National Identity"

Readings: Al-Rasheed, The Woman Question in Saudi Arabia, Pp. 1-25
Sonbol, Islam, Labor, and the Law (women of Jordan), Pp.
151-184

Lecture 2: "Gender, Selfhood, and Agency" in Palestine

Readings: Baxter, Honor Thy Sister, 737-
775

Peterson, Ch. 1, Toward an Anthropology of
Connections, Pp. 1-27

Week Seven: Feb. 17/19 GLOBALIZATION AND IDENTITIES

Lecture 1: "The Globalization in the Middle East"

Guest Lecture: Prof. Angela Joya

YouTube Clip: Comedian Aron Kader,
<https://www.youtube.com/watch?v=DnDcYPChohI> (10 min)

Readings: Moore, Political Economy, Pp. 75-98

Ghosh, In An Antique Land, Pp. 196-204

Peterson, Ch. 2, Making Kids Modern, Pp. 28-63

Lecture 2: "The Relationship between Israeli and Palestinian Identities through
Shopping and Food"

Readings: Forte, Shopping in Jenin, Pp. 211-243

Ranta, Consuming Palestine, Pp. 412-435

Week Eight: Feb. 24/26 PERSONAL IDENTITIES

Lecture 1: "Israeli Sensibilities: "The Ever Present Fear of Destruction"

Readings: Chafets, Red Toenails and a Blue Tattoo, Pp. 89-110

Ochs, *The Practice of Everyday Security*, Pp. 1-15 and *Senses of Security: Rebuilding Care Hillel*, Pp. 35-63

Quiz 3

Lecture 2: "A Participant or an Observer at Cairo's Feast?"

Film: Cairo, *The City Victorious?* (50 min)

Readings: Peterson, Ch. 3, *Pokemon Panics*, Pp. 64-95

Week Nine: Mar. 3/5 CASE STUDY: *CONNECTED IN CAIRO*

Lecture 1: "Conflicts in Identity: Modernity and Tradition among the Middle Class and Elite in Cairo"

Readings: Peterson, Ch. 4-Epilouge, Pp. 96-218

Lecture 2: "Conflicts in Identity: Modernity and Tradition among the Middle Class and Elite in Cairo" cont.

Readings: none

PART THREE: INSTABILITIES

Week Ten: Mar. 10/12 THE ROLES OF ELITE GOVERNMENTS, NATIONAL IDENTITIES, AND 'THE WEST'

Lecture 1: "Authoritarian Regimes, Globalization of Democracy, and Personal Agency"

Readings: Anderson, *Demystifying the Arab Spring*, Pp. 2-7

Bayat, *The Arab Street*, Pp. 73-85

Moore, *The Bread Revolutions*, Pp. 225-229

Zisser, *Can Asad's Syria Survive Revolution?*, Pp. 65-71

Lecture 2: "The Role of Religion and Gender in Contemporary Arab Revolts"

Readings: Hoffman, *Religion in the Arab Spring*, Pp. 593-606

Stein, *Studying Islam after the Arab Spring*, Pp. 149-152

Abdullatif, *Voices of Women in the Arab Spring*, Pp. 1-17

SECONE ESSAY EXAM DUE: Sunday, March 15 by 5 pm.

V11: Course Policies

Accessible Education for All Students: The University of Oregon works to ensure inclusive learning environments for all students. The UO recognizes that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. I am happy to talk with you about such adjustments. Please be in touch with me if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of a disability. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

Inclusion and Collegiality: Our community values inclusion. At the UO, we are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, you are encouraged to speak with me. You may also contact the University Bias Response Team, a resource that can assist you. The Bias Response Team's website is: <http://bias.uoregon.edu> and their phone number is 541-346-2037.

Academic Integrity: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct, please ask your instructor or review the University Student Conduct Code (available at <http://conduct.uoregon.edu>) or the UO policy at http://www.uoregon.edu/~stl/programs/student_judi_affairs/conduct-code.htm.

Attendance and Participation: Attendance and participation accounts for 20 points of your final grade. See V: How Grades Will Be Determined for more details.

Classroom Behavior: It is, of course, expected that students and professor will be respectful of other students and that all students will be respectful to the professor. For our purposes this means: paying attention to the lecture, no side-talking, respecting views different from one's own, and no use of any electronics for purposes other than taking notes. I reserve the right to disallow the use of a laptop, iPad, etc., if it is used for any other purpose.

What You Can Expect from Your Instructor:

You can expect me to:

- plan and facilitate learning opportunities that will help you meet the course goals and objectives
- provide constructive feedback on your performance
- be open to constructive feedback on my performance

- bring my teaching expertise and experience into the classroom
- be open-minded in responding to your ideas and suggestions
- allow you to wrestle with ideas to shape your own conclusions

Late Assignments and Incompletes: See V4 Grading Policies

VIII Supporting Materials

A. Blackboard Readings

Abdullatif, Amma. 2013. *Voices of Women in the Arab Spring*. Journal of Social Science Education 12(1): 1-19

Al-Rasheed, Madawi. 2013. *A Most Masculine State: Gender, Politics, and Religion in Saudi Arabia*. Cambridge: Cambridge University Press. Introduction: The Woman Question in Saudi Arabia, Pp. 1-25 (this is about the relationship between gender and nationalism and discusses some other countries in addition to Saudi Arabia)

Anderson, Lisa. 2011. *Demystifying the Arab Spring: parsing the differences between Tunisia, Egypt, and Libya* in Foreign Affairs 90 (2): 2-7

Angrist, Michele Penner. 2013. The Making of Middle East Politics in Politics and Society in the Contemporary Middle East. Michele Penner Angrist, Ed. Boulder, CO: Lynne Rienner. Pp. 1-32

Baxter, Diane. 2007. *Honor Thy Sister: Selfhood, Gender, and Agency in Palestinian Culture*. Anthropology Quarterly 80(3): 737-775

Bayat, Asef. 2012. *The Arab Street: Journey to their Revolution in Protest and Social Change in Egypt*. Michelle Somers, ed. London: Verso. Pp. 73-85

Chafets, Zeev. 1986. *Heroes and Hustlers, Hard Hats and Holy Men: Inside the New Israel*. New York: William Morrow. Ch. 5: Red Toenails and a Blue Tattoo, Pp. 89-110

Chraibi, Driss. 1972. *The Son's Return in Everyday Life in the Muslim Middle East* (Bowen and Early, eds.) Bloomington: University of Indiana Press (2002). Pp. 83-88

Deeb, Lara. 2006. *An Enchanted Modern: Gender and Public Piety in Shi'i Lebanon*. Princeton, NJ: Princeton University Press. Introduction: Pious and/as/is Modern. Pp. 3-41

Eickelman, Dale. 2002. *The Middle East and Central Asia: An Anthropological Approach*. New Jersey: Prentice Hall. Ch. 1: Anthropology, The Middle East, and Central Asia, Pp. 1-21 and Ch. 2: Intellectual Predecessors: East and West, Pp. 22-43

Forte, Tania. 2001. *Shopping in Jenin*. *City and Society* 13(2): 211-243

Fromkin, David. 1989. *A Peace to End all Peace: The Fall of the Ottoman Empire and the Making of the Modern Middle East*. New York: Holt. Parts 11 (Storm over Asia), 12 (Russia Returns to the Middle East, and 13 (The Middle East Settlement of 1922). Pp. 415-576

_____. 1991. *How the modern Middle East Map Came to be Drawn*. *Smithsonian*. Pp. 164-168

Ghosh, Amitav. 1992. *In An Antique Land*. New York: Random House. Pp. 196-204 and 231-237.

Hoffman, Michael. 2013. *Religion in the Arab Spring: Between Two Competing Narratives*. *The Journal of Politics*. Cambridge: Cambridge University Press. Pp. 593-606

Mafouz, Naguib. *The Norwegian Rat*. (Pp. 1-5)

Mahmood, Saba. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press. Ch. 2: Topography of the Piety Movement. Pp. 40-78

Massad, Joseph. 2001. *Colonial Effects: The Making of National Identity in Jordan*. New York: Columbia University Press. Chapter 3: Cultural Syncretism or Colonial Mimic Men: Jordan's Bedouins and the Military Basis of National Identity. Pp. 100-162

Menoret, Pascal. 2009. Urban unrest and non-religious radicalization in *Dying for Faith: Religiously Motivated Violence in the Contemporary World*. Madawi Al-Rasheed, ed. London: L.B. Tauris. Pp. 123-137

Moore, Pete. 2013. *Political Economy in Politics and Society in the Contemporary Middle East*. Michele Penner Angrist, Ed. Boulder, CO: Lynne Rienner. Pp. 75-98

_____. 2013. The Bread Revolutions of 2011. *Political Science and Politics* 46(2): 225-229

Ochs, Juliana. 2011. *Security and Suspicion: An Ethnography of Everyday Life in Israel*. Philadelphia: University of Pennsylvania Press. Introduction: The Practice of Everyday Security, Pp. 1-15 and Ch. 2: Senses of Security: Rebuilding Café Hillel, Pp. 35-63

Ranta, Ronald and Y. Mendel. 2014. *Consuming Palestine: Palestine and Palestinians in Israeli Food Culture*. *Ethnicities* 14(3): 412-435

Sonbol, Amira El-Azhary. 2003. *Women of Jordan: Islam, Labor, and the Law*. Syracuse: Syracuse University Press. Pp. 151-184

Stein, Ewan. 2014. Studying Islam after the Arab Spring. *Mediterranean Politics*

19(1):149-152

Zisser, Eyal. 2013. *Can Assad's Syria Survive Revolution?* *The Middle East Quarterly*
20(2): 65-71

B. Guidelines for Essay Exams:

Essay Exams 1 and 2: Essay exams are intended to have you reflect on course materials. They are not primarily about “facts” but rather how you integrate, analyze, critique, and reflect on the information provided in the lectures, readings, and discussions. I will provide the question and you will write your essays based on it.

Questions will be posted on Blackboard one week before they are due.

1. Choose the central idea, or thesis, of your essay.
2. Outline your essay into introductory, body and summary paragraphs.
3. The introductory paragraph states the central idea or thesis of your essay. The thesis clearly outlines what you hope to express in the essay. The introductory paragraph should include a “road map” to what will follow in the body of your paper. This provides structure to your paper.
4. In each of the body paragraphs, the ideas first presented in the introductory paragraph are developed. Develop your body paragraphs by giving detailed information and examples. Use a limited number of direct quotations and/or paraphrase in order to support your central point(s).
5. The concluding section should briefly refer back to your central point. It may also critique, suggest, speculate, and/or point the way to other questions/concerns.
6. Citing Sources: It is very important for you to be familiar with the use of citations. The following link from Princeton University is a good source of information on why and when to cite: <http://www.princeton.edu/pr/pub/integrity/pages/cite/>. You will use the citation style of the American Sociological Association, which can be found at: <https://library.uoregon.edu/guides/citing/asa.html>. Your citations page (References Cited) is **NOT** part of the 2 ½-3 page requirement. It is additional.
7. **Secone Essay:** Your final essay will follow a similar format to that described for essays 1 and 2. The major differences are that there will be 2-3 parts to the question posed and that your essay will be longer—6 pages. The question will also ask you to integrate more course material and the question will be more inclusive of lectures and readings than essays 1 and 2. Continue to follow the citation information provided above. The essay question will be posted on Blackboard on Tuesday of week ten and is due the day/time that the UO has determined for final examinations. There is **NO** in-class final exam.

