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[School of Arts and Humanities](#)

HIST573

Graduate History of the Middle East

3 Credit Hours

8 Week Course

Prerequisites:

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Course Description (Catalog)

This graduate history course explores Middle East history, politics, and culture. It also investigates relationships of Middle Eastern peoples and their political, military, economic, and institutional developments. Topics of central importance include: the rise and spread of Islam; how Middle Eastern peoples adapted to their physical environment as nomads, city dwellers, and empire builders; the interaction between Middle East empires and the West; manifestations of regional nationalism; study and assessment of contemporary political-economic characteristics; and the region's enduring connections to its pre-Islamic past.

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Course Scope

HIST573 provides a graduate-level study of Middle East history, politics and culture. It

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examines the roots and influences of Arab, Persian, Turkish, Moorish and Hebrew cultures and how these peoples interacted, rose to prominence and shaped the region's modern identity and characteristics. These historical, political and cultural roots are traced from the 6th century (CE) through the end of the 20th century, and are assessed in the context of rising, competing, and declining Islamic and nationalist empire experiences that inform the region's rich and multifaceted historical experience. Through case studies analyses, the evaluation of different types of historical evidence, and the consideration of how valid research questions are formulated and applied, HIST573 refines students' critical thinking, research, and writing skills—all of which are fundamental to developing and advancing historical scholarship.

NOTE: The geographic focus of this course is the contiguous regions of the Middle East and North Africa (MENA), which includes the following contemporary nations: Morocco, Algeria, Tunisia, Libya and Egypt (in North Africa); Palestine, Israel, Lebanon, Jordan, Syria and Turkey (eastern Mediterranean / Levant); and Iraq, Iran, Saudi Arabia, Kuwait, Bahrain, Qatar, the UAE, Oman and Yemen (the Persian Gulf / Arabian Peninsula countries).

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Course Objectives [COs]

After successfully completing this course, graduate students will be able to:

- CO 1: Analyze the nuanced and informed conversations about the Middle East.
- CO 2: Describe the diversity of cultures of the Middle East.
- CO 3: Describe the region's cultural diversity and modern continuities with the past.
- CO 4: Analyze the variety of perspectives on historical, cultural, economic and political issues in the Middle East.
- CO 5: Examine current events in the Middle East in an historical, cultural, and political context.

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Course Delivery Method

This course, delivered via distance learning, allows students to complete academic work in a flexible manner, completely online. Course materials and access to an interactive online learning management system are available to each student. Writing assignments are due by **Sunday** evening of the week assigned (unless otherwise noted). Discussion participation (conducted via threaded conversations) requires students to complete assigned weekly readings and research to sufficiently address the assigned discussion questions or topics. Discussion assignments require student initial posts not later than each **Thursday** (11:59 p.m., Eastern Time); and all assigned weekly discussion reply or follow-up posts are due NLT **Sundays** (again, before 11:59pm ET). Assigned faculty will support students throughout this 8-week course.

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Course Resources

Required Course Textbooks:

Goldschmidt, Arthur Jr., and Lawrence Davidson. *A Concise History of the Middle East*. 11th Edn. Boulder, CO: Westview Press, 2016. [ISBN: 9780813348216]

Amin, Camron Michael, Benjamin C. Fortna, and Elizabeth B. Frierson, eds. *The Modern Middle East: A Sourcebook for History*. Oxford University Press, 2006. [A collection of 70 primary documents, each with preface and annotations by one of 46 well-known historians; ISBN: 978-0199236312]

Additional Resources via the Online Classroom/APUS Library: See the weekly Content' sections in the online classroom for LINKS to online additional assigned and supplemental readings. Note, multiple chapter readings are assigned from:

Yambert, Karl, ed. [The Contemporary Middle East: A Westview Reader](#), 3rd Edn. Boulder, CO: Westview Press, 2013. ; APUS electronic resource,

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APUS Online Library Resources:

Graduate history students must be proficient in exploring and accessing research holdings via the APUS [Online Library](#). In this course, you will be required to write scholarly reviews of an assigned research topic, with specific support required (via independent research) as citations to:

- *Online Scholarly Journals*: Students need to be able to identify and monitor key (peer-reviewed/refereed) journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters*: Students need to be able to identify key texts or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

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University libraries, including the APUS Online Library, have created major sites with information resources, links to other trusted sites, and enhance students' electronic networking potential. Students are expected to conduct their own independent research.

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Online Resources:

In addition to the required and supplemental course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy (and copyright/fair-use laws) when citing from Internet sources. **NOTE:** Web addresses are subject to change.

Site Name	Web Site URL/Address
Fordham University: Islamic History Primary Sources	http://www.fordham.edu/Halsall/islam/islamsbook.asp
Middle East Institute: Issues	http://www.mei.edu/issue
Middle East Studies Association: Links	http://www.mesa.arizona.edu/resources/links.html
Middle East Discussion (and Journal: <i>Middle East Quarterly</i>)	http://www.meforum.org/meq/archive.php
APUS Library: <i>International Journal of Middle East Studies</i> (IJMES)	http://search.proquest.com.ezproxy2.apus.edu/publication/48662#

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APUS Library: <i>Middle Eastern Studies</i> (MES)	http://search.proquest.com.ezproxy2.apus.edu/publication/31081
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Evaluation Procedures

Discussions:

Discussions provide students with a medium for exchanging ideas with each other and with the professor. This academic interaction also serves to further develop greater understanding of assigned learning objectives. As a result, discussion participation represents **49% of all course points**. Student participation in discussions should feature individual's critical synthesis of assigned and supplemental readings, resources and research. For every week's "**initial post**," student contributions must address the assigned questions/topics with a thoughtfully-constructed response.

Each initial post should be cogently argued and supported by a minimum of two credible source **citations** from assigned or supplemental reading (ideally, with 50% or more citations from additional research via peer-reviewed journal articles or credible book chapters) and incorporating proper *Chicago*-style footnotes or endnotes with a full source entry, at bottom.

In addition, for each discussion assigned (usually, there will be two or more discussion topics assigned each week), students must construct and post at least two short "substantive" replies to their fellow course-mates' or instructor discussion conversations for every assigned discussion topic. Substantive replies must incorporate a minimum of one source/citation to support post observations and analysis (to include all footnote or end note source information); and must tie the discussion to assigned lesson or course objectives. Students who meet or exceed these discussion participation expectations will earn full credit for weekly discussion participation. Assessment scores will be documented each week in the course Gradebook; along with specific feedback describing shortfalls and reasons for deductions.

Writing Assignments: 51% of all course grade

(NOTE: each is due before 11:59 p.m., *Eastern Time*, of specified days.)

Research Paper Proposal: 4% of course points (DUE, NLT SUNDAY of WEEK #3)

*The topic of your research paper must be focused on a major theme or series of influential events that have shaped or define one or more modern Middle East/North African nations and must tie directly to one or more course objectives. See your classroom Assignments section for detailed instructions for how to complete this 2-3 page proposal. **NOTE:** this assignment is also a PRE-REQUISITE for your research paper. In other words, your proposal must be "approved" before you begin work on the RESEARCH PAPER. **A final research paper submitted without an approved and graded proposal earns a***

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grade of zero!

Critical Essay: 15% of course points (DUE, NLT SUNDAY of WEEK #5)

This assignment requires that you go beyond simply providing a summary or review of your selected scholarly journal article (which must be related directly to course objectives). Instead, you will be required to assess the historical accuracy of the article and provide your assessment of at least 3 major arguments posited by the author in your chosen article. You are also required to compare/contrast the author's assertions with those of at least TWO other key authors in the field. Finally, you must research and cite from a minimum of FOUR additional scholarly sources (not including our course texts).

Course Research Paper: **32% of course points** (DUE SUNDAY of WEEK #8)

Follow the template of your **approved** Research Paper Proposal, crafting an **8-12 page** (page count applies to body text; not to include charts, tables or graphics, if added) research paper on a major theme or series of influential events that have shaped or define one or more modern Middle East/North African nations. Your Research Paper must include a formal title page, page numbering, proper in-text citations (as footnotes formatted according to Chicago Manual of Style/Turabian formatting) and a formal bibliography.

The body of your Research Paper should feature a strong introduction with a clear thesis statement, well-developed supporting arguments that are linked by proper transitions and supported by multiple (at least SEVEN) scholarly sources, and a summary paragraph that ties back to the introduction and the original thesis. Substantial research (in addition to assigned course readings) is necessary. Your research paper must reflect your own original thoughts, even though the issues may have been previously presented elsewhere.

The research paper will be checked for originality using "Turnitin" software and graded based on originality or creative thinking, and quality of research, writing, and formatting. For the standard grading criteria ("Rubric"), see the APUS upper division-Level Paper Grading Rubric posted in your classroom. Reminder: A research paper submitted that does not correspond to your previously approved proposal will earn a grade of zero!

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Table of Evaluated Assignments (and Weighting):

Graded Instruments (Week that Assignments are Due)	% of Course Total	Assignment Categories
Research Paper Proposal (Week #3)	4%	Writing Assignments
Critical Essay (Week #5)	15%	=
Course Research Paper (Week #7)	32%	51%
Discussion 1A (Virtual Introductions)	3%	Discussions
Discussion 1B (Week #1)	5%	
Discussions #2A/2B (Week #2)	6%	=
Discussions #3A/3B (Week #3)	6%	=
Discussions #4A/4B (Week #4)	6%	=
Discussions #5A/5B (Week #5)	6%	=
Discussions #6A/6B (Week #6)	6%	=
Discussions #7A/7B (Week #7)	6%	=
Discussion #8 (initial posts only Wk. #8)	5%	49%

Total 100%

Please see the [Student Handbook](http://www.apus.edu/student-handbook/grading/index.htm) to reference the University's grading scale:
<http://www.apus.edu/student-handbook/grading/index.htm>.

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Course Outline

Week	Topic	Course Objectives	Assigned Readings	Assignments & Discussions
1	Middle East Culture and the Emergence of Islam (C.E.)	CO-1, CO-2, and CO-3.	Text: Goldschmidt & Davidson (G&D), <i>A Concise History of the Middle East</i> , 10th ed., Chapters 1-3 (pages 1-43); AND Colbert C. Held and John Thomas Cummings, "The Peoples and Cultures of the Middle East," Chapter 1 (pp. 6-23) [in Yambert , Karl, ed. <i>The Contemporary Middle East: A Westview Reader</i> , 3rd Ed. , 2013.]	Discussion 1A and Discussion 1B

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Week	Topic	Course Objectives	Assigned Readings	Assignments & Discussions
2	Arab Conquests and Early Islamic Empires (7 th -10 th Centuries)	CO-1, CO-2, and CO-3.	Text: G&D, Chapters 4, 5 and 7 (pp. 44-74; and pp. 91-110); and Akbar S. Ahmed, "A Theory of Islamic History," chapter 3 in <i>Discovering Islam: Making Sense of Muslim History and Society</i> (London: Routledge, 2002), 30-64.	Discussion 2A and Discussion 2B
3	Crusaders, Turks and Gunpowder Empires: Clashes between Islam and the West (11 th - 19 th Centuries)	CO-1, CO-2, CO-3, and CO-4.	Texts: G&D, Chapter 6 and Chapters 8-10 (pp. 74-90; 111-162); and Oxford, The Modern Middle East: A Sourcebook for History, Sections 1.1-1.6 (pp. 1-42); Sections 6.1 and 6.2 (pp. 387-400); Section 7.1 (pp. 465-470); and Sections 8.1 and 8.2 (pp. 561-574).	Discussion 3A, Discussion 3B //and// Research Proposal Papers [NLT Sunday]
4	The Rise of Regional Nationalism and Authoritarian Leaders	CO-1, CO-2, CO-4, and CO-5.	Texts: G&D, Chapters 11-14 (pp. 163-247); and Oxford Sections 1.7 - 1.11 (pp. 43-64); and Sections 1.14 - 1.15 (pp. 73-91).	Discussion 4A and Discussion 4B
5	Zionism and Palestine	All.	Text: G&D, Chapters 15 and 16 (pp. 248-295); and Efram Karsh, "Jews and Arabs in the Holy Land," Chapter 1 (pp. 8-38) in <i>Palestine Betrayed</i> (New Haven: Yale Univ. Press, 2010).	Discussion 5A, Discussion 5B //and// Critical Review Papers [NLT Sunday]
6	Israel, the Arabs and the Palestinians From 1967	All.	Text: G&D, Chapter 17 (pp. 298-331) and G&D, Chapter 19 (pp. 362-383) and <i>part of: G&D, Chapter 20</i> (pp. 404-411); also read Chs. 11 and 12 (pp. 139-161) in Yambert .	Discussion 6A and Discussion 6B

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Week	Topic	Course Objectives	Assigned Readings	Assignments & Discussions
7	The Iranian Revolution, Intifadas, Political Islam and the Rights of Islamic Women	All.	Text: G&D Chapter 18, all (pp. 333-361); review intifada section in G&D, Chapter 19 (pp. 381-2) and remainder of G&D Chapter 20 (pp. 384-404, and p. 411); Chapter 22 in Yambert ; and Christina Jones-Pauly and Abir Dajani Tuqan, Chapter 5 "Conclusions" (pp. 447-68) in <i>Women Under Islam: Gender, Justice and the Politics of Islamic Law</i> (London: I.B. Taurus, 2011).	Discussion 7A, Discussion 7B
8	The Arab Spring and Contemporary MENA Relations with the West	All.	Text: G&D Chapter 21 (pp. 412-432); also read Chapter 30 (pp. 360-70); then Chapter 3 (pp. 37-46) in Yambert .	Discussion 8 (initial only) //and// Course Research Papers [Complete NLT 11:59 p.m., Sunday]

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

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APUS Policies (cont.):

Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and neat.

The standard format is described below.

- Typewritten in double-spaced format with a readable style and font. All assignments must be uploaded to classroom Assignments section (or as an attachment via message or email to your professor, in the event that classroom access or upload is not possible).
- Size: 11- or 12-point font; using Arial or Times New Roman font styles.
- Page margins: Top, Bottom, Left Side and Right Side = 1 inch (with reasonable accommodation for special situations and software variances).
- All pages, except for the title page, will include a page number (title page = zero) centered at the bottom of the page in the margin.

Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across many fields of study, as well as much of the publishing industry.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including discussion posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

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Netiquette Info (cont.)

- **Humor Note:** Despite the best of intentions, jokes and *especially* satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

[Request a Library Guide for your course](#)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Turnitin.com

All writing assignments are submitted for “originality check” via the scholastic database program called *Turnitin*. Turnitin.com analyzes student papers [comparing text to billions of online sources and other papers] and returns a report that highlights matches in papers as instances of potential plagiarism. If you desire to check any of your papers for an originality score during your drafting phase, just send a copy to your instructor via Messages and he/she will generate a report for you. Please allow your professor at least 24 hours to complete and return your Turnitin report.

Select Bibliography

See online classroom lesson content for additional references.

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