

ANTHROPOLOGY 193B
THE MIDDLE EAST, GLOBALIZATION, AND EMPIRE

FALL 2009, 4.000 CREDITS
UNIVERSITY OF THE PACIFIC
SCHOOL OF INTERNATIONAL STUDIES

Professor Ahmed Kanna
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Class Meets: TR 1pm – 2:50pm, WPC 224
Office Hours: TR 3:30pm – 5pm, 1st Floor, George Wilson Hall

How do Palestinians and Israelis conceptualize the ideal polity? How do Muslims understand the roles of women and men? How are historical experiences related to the collective memory of a community, and how does memory shape contemporary social life in the Middle East? How are local histories, societies, and cultures related to global processes of politics, economics, and culture? How do modern Middle Eastern peoples see their own identities and how and why do these conceptions differ from Western discourses about the region? This course is an introduction to thinking critically about these and related questions. Readings are drawn from various areas, including history, anthropology, and literature, and Middle Eastern experiences are also surveyed through other media, such as film. Students are encouraged to think critically about and beyond both popular Western images of the Middle East and supposed boundaries between nations and civilizations. Particularly emphasized are the interconnections – political, cultural, etc. – between East and West, South and North.

COURSE OBJECTIVES

After taking this course, students will be able to:

- Appreciate the diversity of the cultures, social forms, languages, religions, states, and economies that fall within the modern Middle East
- Grasp the role of macro-politics, especially those relating to empire and West–East power differentials, in shaping the daily lives, outlooks, and intellectual and cultural dynamics of the modern Middle East.
- Critically evaluate stereotypes both of the “Orient” and of the “Occident,” and how these stereotypes

relate to the political agendas of states and other institutions of power.

- Appreciate the transnational, trans-regional, and global intersections of culture, intellect, and politics connecting the modern Middle East with other regions.
- Write in appropriate analytical and scholarly prose.

COURSE REQUIREMENTS

Required Texts

Nadje Sadig Ali, *Iraqi Women: Untold Stories from 1948 to the Present*. New York: Zed Books, 2008.

Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Cambridge: Harvard UP, 2006.
(course Sakai site).

Lara Deeb, *An Enchanted Modern: Gender and Public Piety in Shi'i Lebanon*, Princeton: Princeton UP, 2006.

Sun'allah Ibrahim, *The Committee*. Syracuse: Syracuse UP, 2001.

Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War and the Roots of Terror*. New York: Three Leaves Press, 2004.

Vijay Prashad, *The Darker Nations: A People's History of the Third World*. New York, New Press, 2007.

Other readings will be posted on the course Sakai site. Students should use their Pacific ID and password to log in at <https://pacific.rsmart.com/xsl-portal>. The course site is found under the heading "ANTH 193B 01 STK." The readings are found at the "Resources" link.

Recommended Text

Dan Smith, *The State of the Middle East: An Atlas of Conflict and Resolution*. Berkeley: U. of California Press, 2006.

Map Exercise: 25 points

Students are to complete a map exercise. Instructions will accompany the exercise.

Reflection Papers: 50 points each x 3 = 150 points

Three 3-page, double-spaced reflection papers are assigned during the semester. Students may choose one theme from a group of suggested themes and analyze the theme by drawing on assigned readings, instructor lectures, and in-class discussions. An "A" paper will be analytical and written in clear, scholarly language that avoids colloquialisms and clichéd formulations. An example of such clichés would be: "Middle Eastern societies are not secular. Rather, they are governed by religion," or, "unlike in the West, Middle Eastern women are oppressed and lacking in agency." A student who makes such statements indicates that they have neither done the reading nor followed the in-class discussions. Most importantly: if you make an assertion, back it up with detailed examples from readings, discussions, or lectures. Merely descriptive papers, or papers that primarily summarize the readings, will receive a grade of "C."

Exam: 100 points

There will be one exam, a midterm, which is a take-home exam. The exam will consist of several short answer questions and a choice of essay topics. Midterms are to be handed in in-class in double-spaced typed form.

Research Paper: 200 points

The course will culminate in a final or term paper (200 points). The guidelines for a successful research papers are the same as those for reflection papers (see above), with the following amendments:

- the final paper should be between 15 and 20 pp. double-spaced.
- unlike the reflection papers, the final paper should be based on the student's own research of a theme or problem formulated by the student in consultation with the instructor. It is **essential** that the student see me at **office hours** as soon as possible **to begin to discuss possible themes and sources for the final paper.** By **late October**, I should have seen every student at office hours at least once. My past experience in teaching research-oriented seminars indicates a very strong correlation between such meetings and the final paper grade.

Attendance and Participation: 125 points

Attendance is mandatory. More than two unexcused absences will result in a reduction of the final course grade (1/2 letter grade per incident).

Class Participation will be graded on the basis on your attendance, your verbal participation in small and large group discussions, your evident preparedness for class, and your reading quizzes. Just showing up for class every day will earn you a grade of a "C" for participation. Earning a higher grade requires active engagement with the material of the class.

GRADE SCALE (%)

95 - 100 = A	75 - 78 = C+
92 - 94 = A-	70 - 74 = C
88 - 91 = B+	60 - 69 = D
84 - 87 = B	< 60 = F
79 - 83 = B-	

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

RULES

1. In-class work cannot be made up. No late assignments will be accepted without a valid physician's note, obituary notice, or official notification from the Athletic Department (or other campus office).
2. Use of wireless devices is prohibited during all class meetings and exams.
3. All assignments are to be submitted in class. Should exceptional circumstances prevent attendance or timely submission of assignments, it is **YOUR** responsibility to notify me **IN ADVANCE** to make appropriate arrangements.

4. Copies of student work may be retained to assess how the learning objectives of the course are being met.
5. Revisions to this syllabus will be announced in class and will take precedence over this document.

Honor Code

The University Honor Code is a crucial guarantee of academic integrity. It is a violation of the Honor Code to submit all or part of someone else's work or ideas as your own. If you violate the Honor Code, you will receive zero credit for the work. Violations of the Honor Code usually result in failure of the course. All Honor Code violations will also be reported to University administration, which may result in expulsion from the University. This expulsion would then appear on your UOP transcript. A complete statement of the Honor Code may be found in the Student Handbook, *Tiger Lore*, beginning on p. 43.

Accommodations for students with disabilities

In compliance with the University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Students with Learning Disabilities: If you are registered with the Educational Resource Center as having a learning disability, you may decide to take advantage of accommodations the University can provide. To preserve student confidentiality, please discuss such accommodations with the instructor.

The Policy Manual can be found at <http://web.pacific.edu/Documents/school-education/acrobat/PolicyManualforStudentswithDisabilities.pdf>.

"The University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified applicants or students who seek to or do participate in employment, in access to facilities, student programs, activities and services." The Educational

Resource Center offers a variety of services for Pacific students with disabilities. These services may include, but are not limited to, extended time for completing exams, alternative testing procedures, note takers, and transportation to and from classes.

Websites of interest:

(I've found these to be excellent guides to current events and daily life in the Middle East and neighboring regions. This list is far from exhaustive, and students are encouraged to do their own exploration).

- * Chapati Mystery: <http://www.chapatimystery.com/>
- * (Beirut) *Daily Star*: <http://www.dailystar.com.lb/>
- * *Ha'aretz*: <http://www.haaretz.com/>
- * Informed Comment: <http://www.juancole.com/>
- * Inside Iraq: <http://washingtonbureau.typepad.com/iraq/>
- * The Iranian: <http://iranian.com/>
- * MBAs, Media, and the Middle East:
<http://shehabhamad.com/blog/>
- * *The National* (United Arab Emirates):
<http://www.thenational.ae>
- * Middle East Report: <http://www.merip.org/>
- * Syria Comment: <http://faculty-staff.ou.edu/L/Joshua.M.Landis-1/syriablog/>
- * "Voices of the Middle East + North Africa" (KPFA Radio, Berkeley): <http://www.kpfa.org/archive/show/47>

COURSE OUTLINE:

Week 1: Introduction to the Modern Middle East

William L. Cleveland (2004), "World War I and the End of the Ottoman Order," pp. 149–170 of W. L. Cleveland, *A History of the Modern Middle East* (Boulder CO: Westview).

Sinan Antoon (Iraq, contemporary), 'Dead Poets Society' *The Nation* May 8, 2003.

Orhan Pamuk (Turkey, contemporary), excerpts from *Istanbul: Memories and the City* (2004):
- *Hüzün*, pp. 90–107
- Under Western Eyes, pp. 234–244
- The Melancholy of the Ruins, pp. 245–253

8/27/09: Map exercise handed out. Due next class meeting.

Week 2: Urban Life in the Modern Middle East

Yahya Haqqi (Egypt, 1940s), 'The Lamp of Umm Hashim'

O. Pamuk, "Conquest or Decline? The Turkification of Constantinople," pp. 170–175 of *Istanbul*

Lara Deeb, *An Enchanted Modern*, pp. 41–66

Faedah M. Totah (2009), "Return to the Origin: Negotiating the Modern and the Unmodern in the Old City of Damascus," *City & Society* 21(1): 58–81.

In lecture film, *Crossing the Bridge* by Fatih Akin (Turkey/Germany)

9/1/09: Map exercise due in class; themes for Reflection #1 handed out.

Weeks 3, 4: The Middle East Between World War and Independence: New Imaginaries and Social Visions

Week 3:

Albert Hourani, excerpts from *A History of the Arab Peoples* (1991):

- 'Changing Ways of Life and Thought' pp. 333–347
- 'Changing Societies,' pp. 373–388
- 'National Culture,' 389–400

W. Cleveland, "Israel and the Palestinians from 1948 to the 1970s," *A History of the Modern ME*, pp. 345–367.

Naguib Mahfouz (Egypt, 1940s), excerpts from *Midaq Alley*, pp. 1–13, 127–136

9/8/09: Reflection #1 due

Week 4:

Frantz Fanon (Martinique, Algeria, 1950s), *The Wretched of the Earth*, pp. 35–106, 148–205, 311–316

Weeks 5 + 6: Post/Anti-colonial Imaginations

Week 5:

Ghassan Kanafani (Palestine, 1960s), 'Returning to Haifa'

Vijay Prashad, *The Darker Nations*, pp. 3–115

Week 6:

Vijay Prashad, *The Darker Nations*, pp. 119–281

Week 7 + First Half Week 8: Globalization

Sugata Bose, *A Hundred Horizons*, in its entirety

[Fall Break = 10/9/09]

Midterm Exam handed out in-class, 10/06/09

Second half week 8, week 9: Religion and Politics

Midterm due in-class, 10/13/09

Week 8:

O. Pamuk, "Religion," pp. 176–187 of *Istanbul*

Middle East Report #250 (Spring 2009): Special Issue
on The Iranian Islamic Revolution at 30,
<http://www.merip.org/mer/mer250/mer250.html>

- E. Abrahamian, "Why the Islamic Revolution Has Survived"
- N. Morruzi, "Tied Up in Tehran: A Metaphor"
- A. Khatam, "The Islamic Republic's Failed Quest for a Spotless City"

Eqbal Ahmad, excerpts from *Selected Writings* (2007):

- "Islam and Politics," pp. 160–177
- "Roots of the Religious Right," pp. 179–190.

In lecture film, *West Beirut* by Ziad al-Doueiri (Lebanon, 2000)

Week 9:

Lara Deeb, *An Enchanted Modern*, pp. 3–41, 67–164

Themes for reflection #2 handed out 10/22/09

Weeks 10, 11, first half week 12: Gender, Politics, Empire

Reflection #2 due 10/29/09

Week Ten:

Lara Deeb, *An Enchanted Modern*, pp. 165–232

Nadje Sadig Ali, *Iraqi Women*, pp. x–xii, 1–55

Weeks Eleven, Twelve:

Nadje Sadig Ali, *Iraqi Women*, pp. 56–271

Second half wk. 12, wk. 13: Media, Representation, Politics

Week Twelve:

Mahmood Mamdani, *Good Muslim, Bad Muslim*, pp. 3–118.

11/12/09: Themes for reflection #3 handed out.

Week Thirteen:

Mamdani, *Good Muslim, Bad Muslim*, pp. 119–177, 229–260.

Amahl Bishara (2008), "Watching U.S. Television from the Palestinian Street: Representational Contests of the Palestinian Authority, the U.S. Media, and the Palestinian Public." *Cultural Anthropology* 23(3):488–530.

Jessica Winegar (2006), "Cultural Sovereignty in a Global Art Economy: Egyptian Cultural Policy and the New Western Interest in Art from the Middle East." *Cultural Anthropology* 21(2)

Reflection #3 due on 11/19/09

Thanksgiving Holiday = 11/25–11/27

Weeks 14–15: Discontents and Promises of Modernity

Week 14: 11/30–12/4

Sun'allah Ibrahim (Egypt), *The Committee*

Week 15: 12/7–12/11 [Last Day of Classes = 12/11/09

Ghassan Kanafani (Palestine), 'Men in the Sun'

Hushang Golshiri (Iran), 'Victory Chronicle of the
Magi'

Ehsani, Keshavarzian, and Morruzi, "Tehran, June
2009," *Middle East Report online*,
<http://www.merip.org/mero/mero062809.html>

EXAM PERIOD = 12/14–12/18/09