

### Basic Course Information

<b>Semester:</b>	Spring, 2020	<b>Instructor Name:</b>	Lisa Solomon
<b>Course Title &amp; #:</b>	HIST 160 – Middle East from 600	<b>Email:</b>	lisa.solomon@imperial.edu
<b>CRN #:</b>	21594		
<b>Classroom:</b>	404	<b>Office #:</b>	Room 807
<b>Class Dates:</b>	Feb. 18 - June 11, 2020	<b>Office Hours:</b>	M 11:30 am – 1:00 pm TR 1:30 pm -- 2:30 pm W 2:15 pm -- 3:00 pm
<b>Class Days:</b>	TR	<b>Office Phone #:</b>	760-355-6453
<b>Class Times:</b>	11:20am – 12:45pm	<b>Emergency Contact:</b>	760-355-6144
<b>Units:</b>	3		

I am available for meetings with students beyond the class hours. However, because of other obligations, students should contact me to set up an appointment. Contact can be made before or after class, by email, or by voice mail.

### Course Description

This course examines the history of the Middle East from the rise of Islam in the 600s through the present. It discusses the interplay of various peoples and cultures, and the powerful Islamic empires of the Caliphs, Seljuks, and Ottomans. Special emphasis is given to the impact of European and American political and economic imperialism, the spread of Arab nationalism and Islamic fundamentalism, the rise of non-state groups, and the region's current issues and strategic position in global affairs.

### Course Prerequisite(s) and/or Corequisite(s)

None. However, this course does require a significant amount of reading and writing.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to evaluate oral and written information related to an aspect of Middle Eastern history; and express a valid opinion on the research of primary and secondary sources related to an aspect of Middle Eastern history.

### Course Objectives

Upon satisfactory completion of the course, students will be able identify and explain the historical significance of the three monotheistic religions in shaping the Middle East; discuss the lessons of the past as they impact current events; analyze common topics – such as urbanization, religious toleration, impact of Pan-Arabism, revolutionary and counter-revolutionary ideologies – and their impacts on the region; exhibit knowledge of

particular "world views" and how different people and different times and places have viewed themselves, others, and the world around them; and the emergence and importance of non-state groups.

### Textbooks & Other Resources

**Required:** *A History of the Modern Middle East*, 6th Edition. ISBN 978-0-8133-4980-0  
*Sources in the History of the Modern Middle East*, 2<sup>nd</sup> edition.. ISBN 10: 0-618-95853-3  
ISBN 13: 978-0-618-95853-5

These books are available for purchase or rent from the Bookstore

**Recommended:** A college level dictionary.

I will post or assign additional readings or articles as deemed relevant.

### Course Requirements and Instructional Methods

**Exams:** There will be a Midterm and Final exam. Each will be based on the text, any additional readings, lectures (which includes Power Point presentations), and videos. Only one make-up exam will be given to a student during the semester, and must be scheduled with me. Make-up exams may be used only if the original exam was not taken at the scheduled time due to illness or verified family or work emergency, and I am notified before the test. Any make-up exams scheduled for more than three school days after the original test date face a point reduction of 25%. I will not approve any make-up test scheduled later than one (1) week after the original test date. There is NO make-up available for the last exam!

**Writing Requirement:** Each student is required to maintain a separate notebook (8 1/2 x 11 inches) to be used as a journal. Students will select a Middle Eastern country or non-state group and document that country's or group's history and role in the region. The journals will be reviewed twice during the term, and must be completed and submitted as part of the course grade. They will also be used for the in-class presentations/negotiations. I will provide a guide for the journal.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Grading: The course maximum is 1000 points, based on the following:

Discussion/participation	250 points
Midterm exam	150 points
Final exam	150 points
Journal	200 points
In-class presentation/negotiations	250 points

Grading will be based on total points, as follows: A = 901 – 1000 pts.      B = 801 – 900.5 pts.  
C = 701 – 800.5 pts.      D = 601 – 700.5 pts.  
F = 0 – 600.5 pts.

Discussion points will be deducted when a student is late (1 point each time), and/or when a student disrupts the class by talking during the lecture or videos loud enough to disturb other students (or for me to hear you), has a cell phone ring during class, etc. (1/2 point each time). Points can only be earned by a student who asks questions and/or participates in classroom discussions. Points are not earned simply for attendance.

I reserve the right to have students complete additional work in class. Any such work will have points added to what is shown above. I do NOT offer extra credit work.

Letter grades will not be included on tests and assignments. They will only be used for the final course grade.

### **Attendance**

A student who fails to attend the first meeting of a class will be dropped by me as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See the [General Catalog](#) for details.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences *provided that the student notified me prior to the event*.

### **Classroom Etiquette**

Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by me.

Food and drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by me.

Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and I may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an "F" in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct.

Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive,

and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS, our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented.

Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of

developmental Math and English courses, and the ability to transfer to a university. Contact: 760-355-5736 or 760-355-5733 (Building 100).

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760-355-5736 (Building 100).

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

The readings are to be done before class. **This schedule is subject to change without notice.** NOTE: Some of the video content is graphic, and may be difficult for any student dealing with PTSD. Please let me know if this applies to you, and take necessary steps to take care of yourself.

*MME: History of the Modern Middle East*

Khater: *Sources in the History of the Modern Middle East*

Date	Class Content	Reading
Feb. 18	Syllabus; intro to the class <b>In-class essay</b>	
Feb. 20	Prior to 600AD <b>Selection of country or non-state group</b>	<i>MME</i> Preface, A Note About Place Names and Transliteration, pp. 1-3
Feb. 25	Early Islam <b>Journal guide</b>	<i>MME</i> chap. 1
Feb. 27	Growing civilizations	<i>MME</i> chap. 2
Mar. 03	Empires and attitudes	<i>MME</i> chap. 3
Mar. 05	Transformations	<i>MME</i> pp. 53-57 Khater Preface, Intro, Part I
Mar. 10	Empires and reforms	<i>MME</i> chaps. 4-5 Khater chaps. 1-2
Mar. 12	Country examples <b>Journals submitted for review</b>	<i>MME</i> chap. 6
Mar. 17	Societal responses	<i>MME</i> chap. 7 Khater chap. 3
Mar. 19	Constitutional governments	<i>MME</i> chap. 8 Khater Part II
Mar. 24-26	War and the collapse of empire	<i>MME</i> chap. 9 Khater pp. 88-117

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Mar. 31-Apr. 06	From colonies to nations <b>Midterm study guide on Canvas April 2</b>	<i>MME</i> pp. 161-165, chaps. 10-11 Khater pp.118-129
Apr. 08	<b>Midterm</b>	
Apr. 13-17	NO CLASS – Spring Break	
Apr. 21	World War II years	<i>MME</i> chap. 12 Khater pp. 130-141
Apr. 23	Palestine and Israel	<i>MME</i> chap. 13
Apr. 28-30	1946 through the 1960s	<i>MME</i> pp. 257-260, chaps. 14-16 Khater chap. 5, Part III
May 5	In class groups-preparations for negotiations/building alliances <b>Journals submitted for review May 5</b>	
May 07-12	Israel and Palestinians	<i>MME</i> chap. 17 Khater pp. 249-253
May 14-19	1970s to the First Gulf War	<i>MME</i> pp. 351-354, chaps. 18-21 Khater chap. 6, pp. 218-248
May 21	1990s	<i>MME</i> chap. 22
May 26-28	Ending the 20th century	<i>MME</i> chaps. 23-24 Khater Part IV, chaps. 8-9
June 02	Early 21st century	<i>MME</i> chaps. 25-26 Khater chap. 10
June 04	Negotiations <b>Final exam study guide on Canvas</b>	
June 08	Negotiations	
June 10	<b>Final exam</b>	