

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



College: CAHS Prefix/Subject Code: HY Course Number: 476

Banner Title: Being Young Modern Middle E Credit Hours: 3 First Offered: Spring 18-19
 (32 Characters)

Full Course Name: Being Young in the Modern Middle East

Instructional Method: Online Hybrid Classroom

Cross-listed: 576 (reqs in undergrad syllabus)

Cross-listed courses must provide both graduate and undergraduate syllabi.

Prerequisites: _____

Min. Grade: _____

Co-requisites: _____

Prerequisites with Concurrency: _____

Restrictions: _____

Class, Level, Department, Program, College, etc.

Catalog Description: (300 Characters)

This course focuses on the lives of young men and women of the Modern Middle East. It explores how children and youth experienced historical phenomena in the region, the ways in which these experiences affected the foundations of their adulthood, and how their actions shaped historical events.

Grading System: A-F S-U

Does this course involve multiple academic units in the originating college? Yes No
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations? Yes No
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college? Yes No
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)? Yes No
If yes, indicate the number of credit hours for the lab and the number of contact hours.

Lab Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Clinical Course Clinical Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Internship Internship Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Study Abroad Abroad Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Compare with existing catalog offerings, with justification if apparent overlap:

New class

Discuss demonstrated value of course. Please justify why this new course is needed.

Allow students to see the similarities and differences (historical and present) between growing up (childhood and youth) in the Middle East and US.

Will this course be required? Explain.

No

Is this course part of a program core? Explain.

No

Is this course part of a new major or minor? Explain.

No

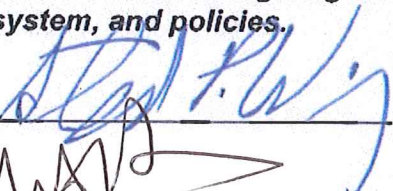
Textbooks: See syllabus

Intended Instructors: Baun

Implications for faculty workload: part of regular workload

Implications for facilities: N/A

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair: 

Grad. Council: _____

College Dean: 

Graduate Dean: _____

College Curriculum Committee: 

Undergrad Curriculum Cmte: _____

Charger Foundations: _____

Provost: _____

Acknowledgements from other units:

Department Chair: _____

College Dean: _____

HY 476/576: Being Young in the Modern Middle East

Instructor: Dr. Dylan Baun
Email: dylan.baun@uah.edu
Office location: Roberts Hall 416

Course Introduction and Learning Objectives:

There are a number of flashpoints in the modern Middle East that have shaped the history of the region: World War I, the era of British and French imperialism (1920s-1940s), struggles for independence, the post-Cold War era, and the current period of uprisings and conflicts. While these flashpoints are often interpreted from the perspective of sultans, presidents and social and cultural elites, this course assesses them through the eyes of non-elite young men and women.

This course focuses on the lives of young men and women of the modern Middle East since the early 1900s. It explores how children and young adults experienced historical phenomena in the region, the ways in which these experiences affected the foundations of their adulthood, and how their actions also shaped these events and decades to come. Topics range from serving in the Ottoman army during WWI to youth participation in the Arab uprisings of most recent. Before delving into this regional specific content, the course investigates the multiple approaches to studying young people (including biography, ethnography, cultural and social history, sociology, etc.), and the most relevant thematic questions, ranging from how elites co-opt the youth for their causes to how young people, through their activities and actions, shape the world around them.

By the end of this course, students are expected to:

- Locate major Middle Eastern countries, cities and bodies of water on a map
- Discover that childhood and young adulthood is a constructed and evolving historical process, not just something that "is."
- Understand how young people in the region experienced major historical events, including WWI, the Cold War and even the recent Arab Uprisings
- Consider how young people are not just the products of these historical events, but also work to shape them
- Evaluate both primary and secondary historical scholarship on the Middle East
- Reevaluate and challenge stereotypes of the region and its young people

The format of this course will consist primarily of discussion of topics and themes, readings and your final connections projects on growing up in the Middle East.

Attendance policy:

Students are expected to attend all class sessions. Part of your final grade will be based on your attendance, participation in discussions and your scores on in-class assignments/presentations/quizzes/group work, which are based on assigned readings. You may **miss up to three classes** without penalty; after three absences, your attendance grade will be affected. Much of the material on the exams is based on the lectures and discussions in class, but not all of the material covered during lecture will be on the PowerPoint slides (available on Canvas).

All holidays or special events observed by organized religions will be honored for those students who have an affiliation with that particular religion. Also, absences pre-approved by the Office of the Dean of the College will be honored.

Assignments and Grading Policy:

Students' grades for this course will be based on the following assignments:

- | | |
|--|-----|
| 1. Attendance, participation, and in-class assignments | 25% |
| 2. Map Quiz () | 10% |
| 3. Three response papers () | 30% |
| 4. Final project (3 worksheets, final presentation and final historical bio) | 35% |

The grading scale for this course is: 100-90: A; 89-80: B; 79-70: C; 69-60: D; 59 and below: E

NOTE: Quizzes and exams must be taken at scheduled times, except in cases of documented medical situations. Late papers will not be accepted, except in cases of documented medical situations.

Graduate Student Section (HY 576):

In addition to these assignments noted above, graduate students will be responsible for the following:

1. Meeting for an extra class period to discuss a book of my choosing during Week 6
2. Leading 1 class discussion each on another book outside the required readings
3. 2 additional shorter response papers (3-5 pgs.) on these two books
4. A more in-depth/lengthier final historical biography (around 15+ pgs.).

We will meet as a group during Week 1-2 to discuss expectations, assignments & grading policy.

Code of Student Conduct:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UAH academic and student life policies as described in the UAH Student Handbook and Code of Student Conduct.

Please review the UAH Student Handbook and Code of Student Conduct at:

<http://www.uah.edu/dos/student-conduct/handbook>

Violations of the F&M Student Code will be reported to the Office of the Dean of the College.

Note on plagiarism:

Plagiarism is a very serious offense. Be sure to cite properly other people's ideas in your writings. If any part of a paper is plagiarized, you will receive a zero for the assignment. Please use Chicago/Turabian standard footnotes and always include a bibliography. Wikipedia.com is not an acceptable resource. If you are unsure about how/when to cite, ask me and/or consult the UAH Library guide on plagiarism <http://libguides.uah.edu/informationliteracy/plagiarism>. Students are required to upload their final revised short paper #2 analysis papers to Canvas and their papers will be assessed through the plagiarism detection website www.turnitin.com.

Classroom Etiquette:

Please come to class ready to learn. Students engaged in other activities during class distract the instructor and other students. This includes browsing your computer/phone, doing other assignments, passing notes, texting and talking to neighbors. **Laptops are for note taking only, not non-class related activities (websites, facebook, games, etc.).** Students found to be doing any of these activities will be asked to leave the classroom. Be sure to set your phone to silent. Finally, disruptive behavior will result in expulsion from the class and/or an administrative drop

THERE ARE NO TEXTS STUDENTS HAVE TO PURCHASE FOR THIS COURSE

****All readings will be provided electronically on our Canvas page**

Response Papers:

During the semester you will be assigned to write three responses papers on assigned readings (the due dates are indicated below in the course schedule). After completing the selected readings for a given class date and taking detailed notes, you will write a 3-5 page response paper. The paper is to include a brief overview of the central argument or thrust of the reading, the evidence used to support that argument, and your 3 detailed critiques (whether positive or otherwise) of that argument, the approach (theory/framework for analyzing) and sources used with examples from the reading. More details to follow.

Final Student Connections Project:

Throughout the course students will work on a student connections project about growing up and being young in the Middle East. Through email, Facebook, Skype and other forms of social media, you will interact with an individual (either someone of the same/similar age discussing their life today or someone older recalling their youth) from a Middle Eastern country (I will arrange partners through matching interests, hobbies, availability, etc.) and complete worksheets on this individual. The correspondence (**3 meetings total**) and **3 worksheets** will culminate with a **final in-class presentation** to your fellow students on your partner, and a **historical biography paper (10-12 pages)** on your partner and their country. Collectively, the project will allow you to interact with individuals from the Middle East, and work towards an understanding of what it is like to be young in the region, whether in the past or present. More details to follow.

Bonus Opportunities:

Students will have the opportunity for extra credit occasionally throughout the semester. The extra credit assignment is a short, written paper, 1-2 pages in length, typed and double-spaced. They can be responses to assigned campus lectures related to the Middle East, or assigned documentaries, films or new stories. More specific extra credit options will be discussed in class, and only approved assignments will be accepted. Submissions will be graded on content as well as form.

Special Needs and Accommodations:

Students who need special accommodation or services should contact the Disability Support Services (DSS) 317 Wilson Hall, (256) 824-1997, email: dssproctor@uah.edu <http://www.uah.edu/health-and-wellness/disability-support>. Also, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Reading:

All readings listed on a particular day's schedule are to be read **in the order listed and before that class**.

Schedule of Classes:**Week 1: Introduction and Why Study Young People**

Introductions, syllabus and themes of the class

Part 1: Studying Youth and Childhood**Week 2: Historicizing childhood outside and inside the Middle East**

Tuesday—Aries 1 and 2, *Centuries of Childhood*, pgs. 9-11 and 33-49
 Heywood, *A History of Childhood: Children and Childhood in the West from Medieval to Modern Times*, pgs. 1-8
 Stearns, *Childhood in World History*, pgs. 1-16

Thursday—Fernea, *Childhood in the Muslim Middle East*, pgs. 3-16.
 Erlich 1, *Youth and Revolution in the Changing Middle East, 1908-2014*, pgs.1-19
 Map Quiz discussed

Week 3: Winning the Youth: Mobilizing to Work and Die

Tuesday—deGraffenried 1, *Sacrificing Childhood: Children and the Soviet State in the Great Patriotic War*, pgs. 48-76

Map Quiz

Discuss Final Project

Thursday—deGraffenried 2, *Sacrificing Childhood: Children and the Soviet State in the Great Patriotic War*, pgs.77-103
 Maasri 1 and 2, *Off the Wall: Political Posters of the Lebanese Civil War*, 87-99
 and pictures
 Discuss response papers

Week 4: The Power of the Youth: Shaping History from Biography to Generation Studies

Tuesday—Burke and Yaghoubian, “Middle Eastern Societies and Ordinary People’s Lives,” in *Struggle and Survival in the Modern Middle East*, pgs. 1-32.
Choose final project partner in class

Thursday—Erich 2, “Youth and Arab politics: The political generation of 1935-1936,” in *Alienation or Integration of Arab Youth: Between Family, State and Street*, 47-69

Part 2: Surviving in the Late Ottoman and World War I Eras

Week 5: Order, Disorder and Displacement across the Ottoman Empire

Reading: **Tuesday**—Maksudyan, *Orphans and Destitute Children in the Late Ottoman Empire*, pgs. 18-51
Okay, “Sport and Nation Building: Gymnastics and Sport in the Ottoman State.”
Response paper # 1 due on Maksudyan or Thompson

Thursday—Gelvin, Ch. 7 on Wasif Jawhariyyeh and the Great Nineteenth-Century Transformation, pgs. 100-109
Thompson, *Colonial Citizens: Republican Rights, Paternal Privilege and Gender in French Syria and Lebanon*, pgs. 15-38 (option for response paper #1 due Tu)

Week 6: Serving in and Commenting on the Ottoman Army during WWI

Tuesday—Tamari 1 and 2, *Year of the Locust: A Soldier’s Diary and the Erasure of Palestine’s Ottoman Past* (the diary of Ihsan Turjman soldier of the Ottoman army), pgs. 18-26 & 91-160
Discuss final historical biography assignment

Thursday—Thompson, *Justice Interrupted: The Struggle For Constitutional Government in the Middle East* (ch. on Halide Edib, Turkish women’s rights activist), pgs. 91-116
Edib, *The Memoirs of Halide Edib* (diary selections on World War I in Turkey), pgs. 311-320

Worksheet #1 due

Week 7: Leaving/Returning Home in the late 19th-early 20th century

Thursday—Khater, *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon*, pgs. 71-145

Part 3: Experiencing Imperialism and Becoming Independent

Week 8: Looking, Acting and Being a Modern Young Man under Imperial Rule

Tuesday—Watenpaugh 1, *Being Modern in the Middle East: Revolution, Nationalism, Colonialism, and the Arab Middle Class*, pgs. 211-222
Jamali, "An Arab Faces the Modern World" (Iraq), in *Remembering Childhood in the Middle East*, pgs. 9-18
Dib, "Encounters," in *An Algerian Childhood*, pgs. 103-113

Thursday—Issawi, "Growing Up Different" (Egypt), in *Remembering Childhood in the Middle East*, pgs. 33-44.
Zilkha, "By the Rivers of Babylon (Psalm 137—Iraq)," in *Remembering Childhood in the Middle East*, pgs. 120-126
Pamuk, *Istanbul: Memories and the City*, pgs. 170-187

Week 9: Joining a Youth Club in Lebanon and Syria during the 1920s-1940s

Tuesday—Dueck, *The Claims of Culture at Empire's End: Syria and Lebanon under French Rule* (ch on scouting and paramilitary groups in Lebanon), pgs. 187-206
Watenpaugh 2, *Being Modern in the Middle East* (ch on scouting and paramilitary groups in Syria), pgs. 255-278

Response paper # 2 due on Dueck or Watenpaugh

Thursday—Baun, ch. 1 of dissertation, "Constructing Identity: Life History, Ritual and Practice in Lebanon's Popular Organizations" (sections on rituals and practices in two Lebanese scout movements), pgs. 1-20.

Week 10: Women's Lives during the Egyptian and Iranian Revolutions—1950s-1970s

Tuesday—Bier, *Revolutionary Womanhood: Feminisms, Modernity and the State in Nasser's Egypt* (ch. on women's work in the era of Nasser), pgs. 60-100
Ahmed, *A Border Passage: from Cairo to America—A Woman's Journey*, pgs. 135-157

Thursday—Khosrokhavar, "Attitudes of Teenage Girls to the Iranian Revolution" in *Children in the Muslim Middle East*, pgs. 392-409

Watch *Persepolis* in class

Worksheet #2 due

Part 4: Shaping Future Generations and Being Young Today

Week 11: Living Occupation in Israel and Palestine during the 1980s-2000s

Tuesday—Abdul Rahman, “A Refugee Childhood,” (Palestine) in *Remembering Childhood in the Middle East*, pgs. 212-221

Hudson, “Coming of Age in Occupied Palestine: Engendering the Intifada,” in *Reconstructing Gender in the Middle East*, pgs. 123-136

Al-Kurd and Herscher, “Alternative Education under the Intifada: The Palestinian Response to Israeli Policy in the Occupied Territories,” 298-308

Thursday—“Intifada Diary: Ten Years Later” (online at <http://www.nigelparry.com/diary/intifada/>) Look around the site and then read “Meet the People” and ‘Abdo’s and ‘Odai’s diary entries
Stolen Voices: Young People’s War Diaries, From World War I to Iraq (diaries from Israelis and Palestinians of the 2nd intifada), pgs. 235-259

Week 12: Contemplating Militant Islam in Algeria and Egypt during the 1990s

Tuesday—Martinez, “Youth, the street and violence in Algeria,” in *Alienation or Integration of Arab Youth: Between Family, State and Street*, pgs. 83-105

Thursday—Colonna, “Nasir: Sa’idi Youth Between Islamism and Agriculture in *Struggle and Survival in the Modern Middle East*, pgs. 301-18.

Week 13: Experiencing the US Invasions in the 2000s

Tuesday—*Stolen Voices: Young People’s War Diaries, From World War I to Iraq* (diary from Iraq), pgs. 263-82

Assorted women’s poetry from Afghanistan during/after the US invasion (TBD)
Review final project presentations/historical biography instructions and sign-up for project presentations and meeting times

Worksheet #3 due

Week 14: The Arab Uprisings of the 2010s and Youth Cultures of Today and Future

Tuesday—*Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (journal from a young activist in Tunisian uprising), pgs. 9-47
Start meetings for final historical biographies

Thursday—Mahdavi, *Passionate Uprisings: Iran’s Sexual Revolution*, pgs. 135-83

Gilman, *Cairo Pop: Youth Music in Contemporary Egypt*, pgs. 167-209

Response paper # 3 due on Mahdavi or Gilman

Weeks 15

Last day for final historical biography meetings

Final Project Presentations--Tuesday and Thursday

Final Historical Biography: TBA

Subject to Change Policy:

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.