
SYLLABUS
FRAMEWORKS FOR UNDERSTANDING THE MIDDLE EAST
PROF. NAOMI STAROSTA, J.D.
WINTER QUARTER, 2008
DU UNIVERSITY COLLEGE
LIBERAL STUDIES MASTERS PROGRAM

COURSE OBJECTIVE

Prepare students for understanding current regional and country-specific issues in the Middle East through exploration of modern political movements, theories on terrorism, and the primacy of the Arab-Israeli conflict within the larger construct of Middle East relations.

COURSE OUTCOMES

- Learn about historical, political, religious, cultural, and economic forces that previously created, currently sustain, and continually spark conflict within the modern Middle East.
- Review the current situation for specific countries in the region, with a focus on Egypt, Israel, the Palestinian-controlled territories, Jordan, Syria, Lebanon, Turkey, Iran, Iraq, Afghanistan, and the Gulf States.
- Develop in-depth knowledge on one topic through researching and writing a paper on a current issue concerning the region as a whole or a topic which explores a particular people, group, conflict, or issue from a variety of related academic disciplines.

REQUIRED TEXTS

Fromkin, D. 2001. *A peace to end all peace: The fall of the Ottoman Empire and the creation of the modern Middle East.* 2nd rep. ed. New York: Owl Books.

- Pre-class reading assignment: Read as much as you can of Fromkin's book. Both in its readability and content, it is the best history book available to set the stage for our discussions. You will read this book in full over at least three weeks; depending on when you start, you may have more time. It will be your only required reading material for the first two weeks of the course. [Meaning, there will be no additional readings assigned through January 15th.]

Additional articles or individual chapters from books, as assigned.

- Except for Fromkin's book, all other materials will be placed on e-reserve through Penrose Library for your convenience. They will be fully accessible online during the course.

Contact Information:

- **Phone: 303-683-6229 – 9:00 A.M. – 9:00 P.M. Sunday-Thursday; Friday 9:00 A.M.-4:00 P.M.; no calls please Friday after 4:00 P.M. & Saturday all day.**
- **Email: Naomi.Starosta@du.edu – I will try to answer your email message within 48 hours.**

CLASS SCHEDULE & ASSIGNMENTS

- Readings apply to the class notes for the week specified. For example, you should complete the readings listed under February 5th by February 5th, so that you can be prepared for our class discussion.
- Although I am available by phone, we will often communicate through email. Please make sure that your University of Denver email account is working and accessible to you. I will only email you through this account.
- I am generally available on campus after class and by appointment. Please let me know if you need to meet with me one-on-one, and we can meet at a mutually agreeable time.
- Although you are expected to make every effort to attend class, sometimes absences cannot be avoided. If you know in advance of a particular date when you will miss class, please notify the professor as soon as you become aware of it, so that the necessary arrangements can be made without penalty for your non-participation.

REQUIRED TEXTS

Anderson, J. L. 2007. Letter from Afghanistan: The Taliban's opium war. *The New Yorker*. http://www.newyorker.com/reporting/2007/07/09/070709fa_fact_anderson?currentPage=1 (posted July 9, 2007).

Atran, S. 2006. The moral logic and growth of suicide terrorism. *The Washington Quarterly* 29, no. 2:127-47.

Aydinli, E. 2004. Globalization of a torn state: Turkey from the Middle East to European integration. In *Persistent permeability?: Regionalism, localism, and globalization in the Middle East*, eds. R. Brynen and B. F. Salloukh, 149 – 62. Burlington, VT: Ashgate Publishing Company.

Friedman, M. 2006. The lesser evil. *The Jerusalem Report*, June 12, 12-14.

Fromkin, D. 2001. *A peace to end all peace: The fall of the Ottoman Empire and the creation of the modern Middle East*. 2nd rep. ed. New York: Owl Books.

Gillespie, K. 2006. The Zarqawi factor. *The Jerusalem Report*, August 7, 42-4 & text box.

Hawthorne, A. 2005. Is civil society the answer? In *Uncharted journey: Promoting democracy in the Middle East*, eds. T. Carothers and M. Ottaway, 81-114. Carnegie Washington, D.C.: Endowment for International Peace.

Hersh, S.M. 2005. Get out the vote. *The New Yorker*. http://www.newyorker.com/fact/content/articles/050725fa_fact (posted July 18).

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- Jacinto, L.** 2006. Abandoning the wardrobe and reclaiming religion in the discourse on Afghan women's Islamic rights. *Signs: Journal of Women in Culture & Society* 32, no. 1: 9-14.
- Keller, P.** 2006. "Analysis – Lebanon's political future," transcript from the BBC World Service, aired August 4, 2006 on National Public Radio.
- Makovsky, D.** 2004. How to build a fence. *Foreign Affairs* 83, no. 2:50-64.
- Nasr, V.** 2006. When the Shiites rise. *Foreign Affairs* 85, no. 4:58-74.
- Packer, G.** 2005. Comment: Name calling. *The New Yorker*.
http://www.newyorker.com/talk/content/articles/050808ta_talk_packer (posted August 1).
- Peterson, S.** 2007. Uniting Afghan tribes, one by one. *Christian Science Monitor*, October 2, 2007, p. 6.
- Podeh, E.** 2005. Between stagnation and renovation: The Arab system in the aftermath of the Iraq War. *Middle East Review of International Affairs* 9, no. 3:52-74.
- Rohde, D. and D. Sanger.** 2007. How the "good war" in Afghanistan went bad. *New York Times*, August 12, 2007, sec. 1.
- Ross, D.** 2004. *The missing peace: The inside story of the fight for Middle East peace*. New York: Farrar, Straus and Giroux, 15 – 45.
- Sageman, M.** 2004. *Understanding terror networks*. Philadelphia: University of Pennsylvania Press, 1 – 24.
- Satloff, R.**, ed. 2006. Hamas triumphant: Implications for security, politics, economy, and strategy. *Washington Institute for Near East Policy*, February.
- Shavit, A.** 2006. Disengagement brings no peace. In *Ha'aretz*, as reprinted in the *Edmonton Journal*, July 15, 2006, sec. A19.
- Suhrke, A.** 2007. Reconstruction as modernisation: The "post-conflict" project in Afghanistan. *Third World Quarterly* 28, no. 7: 1291-1308.
- Tabari, K.** 2003. The rule of law and the politics of reform in post-revolutionary Iran. In *Constitutionalism and political reconstruction*, ed. S. A. Arjomand. *International Sociology* 18, no. 1:96-113.
- Waxman, D.** 2006. *The pursuit of peace and the crisis of Israeli identity: Defending / defining the nation*. New York: Palgrave Macmillan, 109-44.

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Wright, L. 2006. Fact: The master plan. *The New Yorker*.
http://www.newyorker.com/fact/content/articles/060911fa_fact3 (posted September 11).

Zakaria, F. 2003. *The future of freedom: Illiberal democracy at home and abroad*. New York: W.W. Norton & Company, 119 – 59.

Tuesday, January 8

Course Introduction (Syllabus & Expectations)

In the Beginning – History Lecture Part 1

Readings: Fromkin, Parts I – VII.

Tuesday, January 15

To the Victor Go the Spoils: Setting up the Modern Middle East – History Lecture Part 2

Readings: Fromkin, Parts VIII - XII.

Presentation: Six Days in June (PBS documentary on 1967 Arab-Israeli War).

Tuesday, January 22

Arab-Israeli Conflict

Readings: Ross, pp. 15 – 45; Waxman, pp. 109-44.

Assignment Due: Thesis statement and brief research strategy for Final Paper. [Submit to professor via email by 5:00 P.M.]

Tuesday, January 29

Arab-Israeli Conflict

Readings: Makovsky, pp. 50 – 64. Shavit.

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Tuesday, February 5

Modern Political Movements: Democracy

Readings: Zakaria, pp. 119 – 59; Carothers & Ottaway, pp. 81 – 114; Podeh, pp. 52 – 74; Brynen, pp. 149 – 62; Hersh.

Note: Short Essay Question will be handed out in class. You will have up to one week to complete your answer.

Tuesday, February 12

Modern Political Movements: Islamic Fundamentalism

Readings: Satloff; Friedman, pp. 12 – 14; Gillespie, pp. 42 – 4 & text box on p. 44; Tabari, pp. 96-113; Nasr, pp. 58 – 74; broadcast transcript from BBC World Service.

Assignment Due: Short Essay. [Submit answer to professor via email by 5:00 P.M.]

Tuesday, February 19

Terrorism

Readings: Sageman, pp. 1 – 24.

Presentation: CNN interviews with Lawrence Wright (Pulitzer Prize-winning author of *The Looming Tower: Al Qaeda and the Road to 9/11*) and Peter Bergen (one of only a few Western journalists to have interviewed Osama bin Laden) about the emergence of al-Qaeda.

Tuesday, February 26

Terrorism

Readings: Atran, pp. 127-47; Packer; Wright.

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Tuesday, March 4

Afghanistan: Where Everything Comes Together

Readings: Anderson (10 e-pages); Jacinto, pp. 9-14; Rohde & Sanger (*New York Times* article); Suhrke, pp. 1291-1308; & Peterson, p. 6.

Guest Speaker: TBD.

Assignment Due: Paper Presentation. [Submit via email to professor by 5:00 P.M.]

Tuesday, March 11

Student Presentations & Course Evaluation

Assignment: Final Research Paper. [Submit via email to professor by 5:00 P.M.]

Student presentations.

Course evaluation.

Presentation: Oscar-winning short film, *West Bank Story*.

GRADING SCHEMATIC

Class discussion & in-class news analysis	20%	80 points
Short Essay assignment	20%	80 points
Final Research Paper (12-15 pages <i>plus</i> “Works Cited” and title pages)	50%	200 points
Paper Presentation (summary of findings)	10%	40 points

Total Points for the Course:
400

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SUMMARY OF ASSIGNMENTS

Class Discussion: While we will have a certain amount of lecture, this course lends itself to lively, in-depth discussion. We will begin every class with a review and analysis of key events that occurred in or have impacted the region, linking the history we are studying to the present day. Primary student responsibility for facilitating class discussion will rotate. Students will also examine and debate issues raised by our readings. Therefore, it is imperative to come to class prepared by reading the assigned texts.

Short Essay Assignment: I will hand out the question on February 5th. You must research the question and answer it in essay form (2-3 pages, double-spaced, 1-inch margins, 12 pica Times or Arial font, no formal title page). Please submit your essay to me via email by 5:00 P.M. on February 12th. Use of proper, uniform citation is expected, and your “Works Cited” page should *not* be included within the page limit. Please see the last page of this syllabus for full grading criteria to earn the maximum number of points for the assignment.

Thesis Statement & Brief Research Strategy for Final Research Paper (non-graded): To start your research paper on the right track, you will provide me with a proposal that includes the following information: thesis statement, brief description of what issue you want to study and how you want to study it (i.e., what academic disciplines you will use to think about the issue), and preliminary bibliography (3-5 proposed sources). *You may pick any topic that meets the course objectives listed on this syllabus and that can be accomplished within the page limit.* The assignment is due via email by 5:00 P.M. on January 22nd; I will provide feedback via email by 5:00 P.M. on January 27th.

Final Research Paper: Since your performance on this paper counts for half of the final grade, I am providing a copy of the full grading sheet at the end of this syllabus. Please read it carefully, as I have surely advised you on how to earn the highest marks through point allocation. Make sure that you thoroughly check over your citations and “Works Cited” page prior to turning in your paper; *use of proper, uniform citation in author-date CMS style is expected.* Plagiarism is theft! The assignment is due via email by 5:00 P.M. on March 11th.

Paper Presentation: For the benefit of your colleagues, you will each present a “summary of findings” from your final research papers on the last day of class, March 11th. [If extra time is needed, some of you might present on March 4th, the actual due date for this assignment.] To earn the minimum passing grade, you must provide a short PowerPoint or Microsoft Word presentation that explains the researched issue / question, summarizes the main findings, and gives your essential conclusion(s) of the research. *PowerPoint presentations may contain up to eight slides; Microsoft Word presentations may be up to two single-spaced pages in bulleted format.* I will have a laptop in the classroom for presentation day(s). You may provide the class with a hand-out, and you are free to use the white board or bring other presentation props or visual aids (maps, etc.); those visual aids will not count toward your page / slide total if they are otherwise left unincorporated. Please see the last page of this syllabus for full grading criteria to

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GRADING SCALE & PERTINENT GRADING INFORMATION

SCALE: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; F = 0.

- All assignments must be submitted via email to the professor by 5:00 P.M. on the due dates indicated on the syllabus.
- The Final Paper cannot be shorter than 12 pages or longer than 15 pages (typed, double-spaced, 1-inch margins, 12 pica Times or Arial font), *excluding* the “Works Cited” and title pages. You will lose points on your Final Paper grade if you do not stick to these parameters.
- No late assignments will be accepted, excepting severe illness or family emergency. Job-related excuses for late assignments are unacceptable.
- All rules governing academic writing apply – grammar, mechanics, etc., in addition to style and format. You will lose points if you do not observe these rules.
- An “Incomplete” will *only* be given if the student has completed *at least* 80% of the course work and, for reasons *beyond the student’s control*, the student is unable to complete the remainder of the course work. The University of Denver requires that an “Incomplete” be removed within one year.
- Since participation is cumulative, the participation-related portion of your final grade will be determined at the end of the course.

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FINAL RESEARCH PAPER: GRADING SHEET

- 12-15 pages. Content format: *Thesis Statement & Introduction*, including history, background information, & framework for analysis necessary to understand the context of the issue / problem, keeping in mind the multiple contexts we have integrated for issues / problems studied throughout the course, some or all of which may apply to your thesis (e.g., historical, political, religious, cultural, and economic); *Literature Review*, including a overview of published academic scholarship on specific thesis studied by the student; and *Concluding Analysis*, including the student’s discussion of possible solutions, if appropriate – or, if not, a discussion of the problem’s impacts on people, places, &/or ideas if issue / problem is left unchecked. Note: Tailor your solutions by keeping in mind the different ways your issue / problem might impact people, places, or ideas. [200 points total, 50% of final grade]

120 points: Content

- Thesis Statement & Introduction:
 - Coherent Thesis Statement: _____ / 12
 - Description of the problem or issue / historical context / framework for analysis: _____ / 28
- Literature Review:
 - Successful linking of all related sub-issues to the main issues / themes, as described in introduction and addressed in conclusion; and the exploration of those themes through academic research: _____ / 40
- Concluding Analysis:
 - Application of theory to practice, critical thinking, creative expression of possible solutions / forecasting of future development: _____ / 40

48 points: Organization

- Logical progression of ideas / use of proper framework for analysis: _____ / 20
- Clarity of written expression / grammar: _____ / 20
- 12-15 page limit observed: _____ / 8

32 points: References

- Appropriate sourcing of documentation (e.g., integrity / authority of sources, proper use of sources, etc.): _____ / 16
- Variety of sources and use of some primary sources: _____ / 10
- Correct use of CMS author-date style: _____ / 6

Comments: _____

PAPER PRESENTATION: GRADING SHEET

- Includes short explanation of the researched issue: / 8
- Outlines essential background information to understand the researched conclusions: / 8
- Summary of findings is coherent, thorough, and thoughtful with conclusions logically leading from thesis idea: / 16
- Correct grammar usage, logical organization, and observance of the page/slide limit: / 8

Total: / 40

SHORT ESSAY QUESTION: GRADING SHEET

- Clearly-stated answer to the question posed and inclusion of each element requested for a full answer: / 16
- Application of theory to practice, critical thinking, creative expression of possible solutions / forecasting of future development: / 40
- Uniform use of citation: / 12
- Correct grammar usage, logical organization, and observance of the page limit: / 12

Total: / 80

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