

Syllabus for
GEN 343 – Middle East Today
3 Credit Hours
Spring 2019

I. COURSE DESCRIPTION

This course will introduce students to important aspects of the Middle East from its history, economics, social and cultural structures, political systems, and the current status of the region. The class will address middle-eastern countries individually and the region as a whole. The course will focus on assisting students understand the region and its complexities. The student will develop Christian character and worldview through spiritual formation exercises.

Prerequisite: 3 hours of Humanities, and 3 hours of Civics

II. COURSE GOALS

The purpose of this course is to introduce and inform students about a region that is often misunderstood yet important to the international realm. The Middle East and Arabic is important for economic, political, social, intelligence, technological, environmental, and spiritual reasons. The student will be able articulate the key components that make-up the Middle East. They are going to be able to identify the similarities and differences of the countries Middle East. This course challenges the student to examine currently held perception of that region and test those conceptions against the research and realities from on the ground. The student will be prepared to work, live and minister effectively in this region.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

- CO1. Recognize the importance of historical, religious and cultural moments that have shaped the current Middle East region [BL2].
- CO2. Explain the importance of two countries-Turkey to the Middle East region and the current status compared to the rest of the nations [BL2].
- CO3: Explain the historical background and context of the Iran today from the Persian Empire to the Iranian Nuclear deal [BL2].
- CO4: Recognize and describe Middle Eastern art, architecture, music, dance, food, and systems [BL2].
- CO5: Illustrate and depict how countries outside of the Middle East have influenced the events in the Middle East region [BL3].
- CO6. Examine the complexity of the Middle East region, its cultural geography, political landscape, religious history, economic situation, and language nuances that have shaped the region to the current environment [BL4].

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Volk, Lucia (2015). *The Middle East in the World*. New York, NY. Routledge. ISBN-13: 978-1317501732

B. Optional Materials

- 1. Fromkin, David (2009). *A Peace To End All Peace. The Fall of the Ottoman*

Empire and the Creation of the Modern Middle East. New York, NY. Henry Holt and Co. ISBN-978-0805088090

2. Friedman, Thomas (2010). *From Beirut to Jerusalem*. New York, NY. Farrar, Strauss, & Giroux. ISBN 0-385-41372-6.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with University, school, and departmental policies regarding WPA requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically is a zero for the assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$15 late-test fee. These responsibilities will assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment

in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

Each student must complete the following:

Attendance and Class Participation	14%
Quiz	5%
Country Presentation	10%
Textbook Chapter Reviews	5%
Book Review	10%
Timeline Project	10%
Global Crisis Simulation	20%
Mid-term	10%
Final	16%

2. WPA Requirements
 - a. The Timeline Project is required as a WPA artifact.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and/or Procedures
 - a. No more than three unexcused absences are allowed per semester. Additional unexcused absences may result in reduction of grade at the instructor's discretion. Two tardies shall count as one absence. Entering class fifteen or more minutes late or leaving it fifteen or more minutes early constitutes an absence.
 - b. Examinations must be taken on the date and time assigned. It is the student's responsibility to contact the professor concerning missed work or examinations due to absences and to do so promptly if possible.
 - c. Late work or missed examinations must be made up within seven (7) days.
 - d. All work is to be turned in by 12p.m. or during class period.

VI. COURSE CALENDAR

WEEK	READINGS	NOTES
1.	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 27-77).	Orientation, Intro, Course Overview, What is the Middle East-Map. Map Quiz. Misconceptions of the Middle East.
2	Read: <u>The Rise and Decline of the Ottoman Empire</u> Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (contd reading 27-77).	Lecture/Discussion-History of the Middle East. FOCUS: HISTORY-FROM EGYPT & CRADLE OF CIVILIZATION
3	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 78-111). Read: <u>Sunni, Shia conflict rooted in dispute over Prophet's successor</u> Read: <u>Sunnis and Shia: Islam's ancient schism</u>	Languages, Culture, Ethnic and religious groups in the Middle East region.
4	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 95-111).	Lecture. Ancient Empires, emergence of Judaism and Christianity. Guest speaker: Dr. Swails.
5	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 123-135). Read: Tucker, E. (2013). <i>The Middle East in modern world history</i> . Boston: Pearson (pp. 31-53, PDF).	Emergency of Islam. Guests from Turkish Society to talk about the influence of Middle Eastern culture and Ottoman Empire.
6	Read: Global Crisis Simulation Package and prepare for event April 2nd.	Failed and Stable States. How strategic Jordan is to the region.

7	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 195-208).	The Persian Empire, Iranian Revolution & Iran Today. Guest Speaker.
8	Read: Tucker, E. (2013). <i>The Middle East in modern world history</i> . Boston: Pearson (pp. 91-126, PDF). Read: Calabi, S. (Ed.). (2015). <i>Global issues: Selections from CQ researcher</i> . Thousand Oaks, CA: Sage (pp. 131-158, PDF)	Foreign Influence in the Middle East. Guest Speaker General from Iraq.
9	Watch: Documentary on Middle East historical context and Foreign Involvement https://www.youtube.com/watch?v=67wXlfoWQNM Read and Discuss: the following links: http://christadelphia.org/pamphlet/mideast.htm http://christadelphia.org/pamphlet/mideast.htm http://bibleresources.org/war-in-the-middle-east/ http://www.trackingbibleprophecy.org/middle_east_war.php	Influence, involvement of the West on the region Continued. Speaker Tom Gettman.
10	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. (pp. 309-326). Read: http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath/index.html Read: http://www.thenation.com/article/arab-spring/ Read: http://www1.cbn.com/cbnnews/us/2014/April/Expert-Warns-of-Americas-Coming-Arab-Winter/ Read: http://tripline.net/trip/Map_of_the_Arab_Spring_Protests-2173004375451003A9ECA90105EA623D	Arab Spring in Egypt. Guest speaker Sam Boushud. Discussion on political systems in the region, protests, Tunisian model.
11	Read: http://www.cbsnews.com/feature/syria-crisis/ Read: http://responsibilitytoprotect.org/index.php/crises/crisis-in-syria	Current crisis, political systems in the Middle East, type of leaders, Syria and the refugee crisis and the on-going conflict. Guest speaker from Syria.
12	Read: Volk, L., & Bertram, C. (Eds.). (2014). <i>The Middle East in the world: an introduction</i> . Armonk, NY: M.E. Sharpe, Inc. Read: Learn about the Arab League-members and process. http://www.arableague.org/ In class: http://www.globalissues.org/article/792/mideast-north-africa-unrest	Presentations on country and prevailing issue.
13		Contributions of the Middle East to the world and recommendations.
14		Middle Eastern traditions such as tea ceremony, clothing, food, and art.
15	FINAL EXAM	

Course Inventory for ORU's Student Learning Outcomes

GEN 343 – Middle East Today Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
	Proficiencies/Capacities				
1A	Biblical literacy		X		
1B	Spiritual Formation		X		
2	Outcome #2 – Intellectually Alert				
	Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives	X			
2C	Information literacy		X		
2D	Knowledge of the physical and natural world		X		
3	Outcome #3 – Physically Disciplined				
	Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept				
	Proficiencies/Capacities				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication		X		
4D	Leadership capacity	X			

(Revised 09/01/17)