Anthropology 302: Peoples and Cultures of the Middle East

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Course Description:
This is a study of the cultural diversity and unity of the peoples of the Middle East. We will cover historical and ethnological relationships, social and political structure, religious beliefs and contemporary problems. This course focuses on social movements and the role of youth. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will be introduced to diverse religious, linguistic, ethnic, gender, economic, national, legal, and political identities and debates. The goal of the course will be to enable students to critically analyze material from a variety of sources.

Assigned Texts:
Additional tasks on Telesis as assigned.

Class Plan and Assignments: (subject to change)
Cultural study is the study of how human beings give meaning to their lives. We will attempt to study the cultures of the Middle East first through an introduction to the geographic region and history of the Arab world and Arabic language, and the monotheistic religions of Judaism, Christianity, and Islam that all began in the region. The aim of the course is to understand how people in the contemporary Middle East live, what their priorities and dreams might be, how the world makes sense to them, and how meaning-making changes over time.

Attendance is expected and participation in discussion is factored into the grade directly, but will strongly influence how well you do on the exams as well. On the rare occasions that require your absence (death of an immediate family member, personal hospitalization, etc), please correspond with me by phone or email as soon as possible for accommodation. It is your responsibility to catch up for the material you missed during absences. You have your daily assignments, so please schedule appointments, travel, etc around them. Make-up tests will be provided to accommodate only legitimately excused absences.

Students will sign up during the second week of class to read and present to the class an ethnography on one of the peoples or cultures we will cover. You will choose an ethnography out of a list provided on Telesis, and will be responsible for a 15-minute presentation.

Each student will work on a Wikipedia research project on a topic related to the course during the semester. Additional information will be given in a separate handout. This project will result in the student contributing to the largest encyclopedia in the world. The final will be a mock-Arab Spring group project prepared and presented during class time, with a 5-7 page written report.
Assessment:
Semester grades will be out of 500 points.

**Participation** 100pts (20%)
**Exam 1** 100pts (20%)
**Exam 2** 100pts (20%)
**Research Project** 100pts (20%)
**Group Project** 100pts (20%)

Class Rules and University Policies:
Students are expected to adhere to university policies, rules and regulations of scholarly and academic conduct. These are available on the university web site. They are straightforward and commonsensical. For instance, students are expected to treat others with respect and civility. The code of student conduct is in the WUSTL Student Handbook. If you have any questions or concerns about these matters, please discuss them with me.

Particularly important are the rules on academic dishonesty. Academic dishonesty is a serious offence that may lead to probation, suspension, or expulsion. One form of academic dishonesty is plagiarism – the use of an author’s ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student’s examination or take-home test.

You must attend each class, check your WUSTL email account daily, and follow the announcements on the course’s Telesis site. If you use an email account other than your WUSTL account, please make sure you have set your WUSTL account so that email is forwarded to your active email account.

Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. If you experience difficulties with the material, methods of instruction, or if external circumstances affect your performance in class, please contact me as soon as possible. Do not leave problems unattended until the end of semester!

**Daily Schedule:**
(subject to change)

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<thead>
<tr>
<th>T 1/17/12</th>
<th>Introduction</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>R 1/19</td>
<td>Political Geography</td>
<td><em>Multiple Identities: Intro, 1</em></td>
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<tr>
<td>T 1/24</td>
<td>Guest speaker: Bill Wheeler</td>
<td><em>MI: 2, Lewis critique</em></td>
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<tr>
<td>R 1/26</td>
<td>Turkey</td>
<td><em>MI: 3, 4</em></td>
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<tr>
<td>T 1/31</td>
<td>Turkey</td>
<td><em>MI: 5, 6, 7</em></td>
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<tr>
<td>R 2/2</td>
<td>Turkey</td>
<td><em>White - Islamist Mobilization [PDF]</em></td>
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<td>T 2/7</td>
<td>Israel/Palestine</td>
<td><em>Lemon Tree: Intro, 1</em></td>
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<tr>
<td>R 2/9</td>
<td>Israel/Palestine</td>
<td><em>LT: 3, 4</em></td>
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<tr>
<td>T 2/14</td>
<td>Israel/Palestine</td>
<td><em>LT: 5, 6, 7</em></td>
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<tr>
<td>R 2/16</td>
<td>Levant</td>
<td><em>LT: 8, 9</em></td>
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<tr>
<td>T 2/21</td>
<td>Levant</td>
<td><em>LT: 10, 11, 12</em></td>
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<td>R 2/23</td>
<td>Levant</td>
<td><em>LT: 13, 14</em></td>
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<td>T 2/28</td>
<td>Exam 1</td>
<td><em>Bayat- Life As Politics [PDF]</em></td>
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<td>R 3/1</td>
<td>Arabia</td>
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<td>Date</td>
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<td>Notes</td>
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<td>3/6</td>
<td>Arabia</td>
<td>Islam, Charity, Activism: 1</td>
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<td>3/8</td>
<td>Arabia</td>
<td>ICA: 2</td>
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<td>3/13</td>
<td>Spring Break</td>
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<td>3/15</td>
<td>Spring Break</td>
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<tr>
<td>3/20</td>
<td>Egypt</td>
<td>ICA: 3, 4, 5</td>
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<td>3/22</td>
<td>Guest speaker: Steven Goldstein</td>
<td>Rock the Casbah: Prol, 1, 2</td>
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<td>3/27</td>
<td>Egypt</td>
<td>RtC: 3, 4</td>
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<td>3/29</td>
<td>Iraq</td>
<td>RtC: 5, 6</td>
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<td>4/3</td>
<td>Iraq</td>
<td>RtC: 7, 8</td>
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<td>4/5</td>
<td>Iraq</td>
<td>RtC: 9, 10</td>
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<tr>
<td>4/10</td>
<td>Iran</td>
<td>RtC: 11, 12</td>
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<td>4/12</td>
<td>Iran</td>
<td>Generation in Waiting [PDF]</td>
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<td>4/17</td>
<td>Iran</td>
<td>Toward an Islamic Anth [PDF]</td>
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<td>4/19</td>
<td>Exam 2</td>
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<td>4/24</td>
<td>Arab Spring Project</td>
<td>Wiki research project due</td>
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<td>4/26</td>
<td>Arab Spring Project</td>
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<td>5/3-5/9</td>
<td>FINALS</td>
<td>Arab Spring write-up due</td>
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Book Choices for Student Presentations [15 minutes]

Turkey
- Faces of the State: Secularism and Public Life in Turkey by Yael Navaro-Yashin 2002
- Islamist Mobilization in Turkey: A Study in Vernacular Politics by Jenny White 2002
- House with Wisteria: Memoirs of Turkey Old and New by H Edib and Sibel Erol 2009
- Jewish Life in Twenty-First-Century Turkey by Marcy Brink-Danan 2011

Israel/Palestine
- Birthing the Nation: Strategies of Palestinian Women in Israel by R Kanaaneh and Hanan Ashrawi 2002
- Coffins on Our Shoulders: The Experience of the Palestinian Citizens of Israel 2005
- Living Palestine by Taraki 2006
- Occupied Minds: A Journey Through the Israeli Psyche by Arthur Neslen 2006
- Inside Hamas by Zaki Chehab 2007
- Surrounded: Palestinian Soldiers in the Israeli Military by Rhoda Kanaaneh 2008
- The Making of a Human Bomb by Nasser AbuFarha 2009
- Security and Suspicion: An Ethnography of Everyday Life in Israel by J Ochs 2011
- In Your Eyes a Sandstorm: Ways of Being Palestinian by Arthur Neslen 2011

Levant
- Reconstructing Beirut by Aseel Sawalha 2010
- Lords of the Lebanese Marshes by Michael Gilsenan 2003
- An Enchanted Modern: Gender and Public Piety in Shi’i Lebanon by Lara Deeb 2006
An Invitation to Laughter: A Lebanese Anthropologist in the Arab World by Fuad Khuri 2007
Nationalist Voices in Jordan by Betty Anderson 2005
Ambiguities of Domination by Lisa Wedeen 1999
A New Old Damascus by Christa Salamandra 2004
Syrian Episodes: Sons, Fathers, and an Anthropologist in Aleppo by Borneman 2007

Arabia
Yemen Chronicles by Steve Caton 2006
Tournaments of Value by Anne Meneley 1996
Gridlock: Labor, Migration and Human Trafficking in Dubai by Mahdavi 2011
Girls of Riyadh by Rajaa Alsanea 2008
The Internet in the Middle East, Kuwait by Deborah Wheeler 2005
Dubai: Gilded Cage by Syed Ali 2010
Abu Dhabi: Oil & Beyond by Davidson 2009

Egypt
Politics of Piety by Saba Mahmoud 2005
Shop Floor Politics in Egypt by Samer Shehata 2010
Connected in Cairo by Peterson 2011
Cairo Cosmopolitan by Singerman 2006
Pyramids and Nightclubs by Wynn 2007
Dreams that Matter by Amira Mittermaier 2010
Our Bodies Belong to God by Sherine Hamdy 2012
Putting Islam to Work by Gregory Starrett 1998

Iraq
Reading Iraq: Culture and Power in Conflict by Muhsin al-Musawi 2006
Iraq at a Distance: What Anthropologists Can Teach Us About the War by Robben 2011
The Kurds of Iraq by Mahir Aziz 2011
Unwitting Zionists by Haya Gavish 2010
Women in Iraq: Past Meets Present by Efrati 2012
Rape of Mesopotamia by Rothfield 2009
Iraq's Marsh Arabs by Ochsenschlager 2004

Iran
Warring Souls: Youth, Media, Martyrdom in Iran by Varzi 2006
Passionate Uprisings by Pardis Mahdavi 2008
The Complete Persepolis by Marjane Satrapi 2007
We Are Iran: Iranian Blogs by Nasrin Alavi 2006
Let the Swords Encircle Me: Iran - A Journey Behind the Headlines by Scott Peterson
Wiki Article Guidelines

Timeline
Email, hard copy, or meeting with three ideas by 3/8
Six sources on topic by 3/29
Rough draft by 4/10
Final submission by 4/24

Requirements
- At least six academic sources
- Eight to ten pages of text, submitted separately as a Word doc, double-spaced, 12 pt font
- Meet the requirements for a “Good” article:


1. Well-written:
   (a) the prose is clear and concise, respects copyright laws, and the spelling and grammar are correct; and
   (b) it complies with the manual of style guidelines for lead sections, layout, words to watch, fiction, and list incorporation.

2. Factually accurate and verifiable:
   (a) it provides references to all sources of information in the section(s) dedicated to the attribution of these sources according to the guide to layout;
   (b) it provides in-line citations from reliable sources for direct quotations, statistics, published opinion, counter-intuitive or controversial statements that are challenged or likely to be challenged, and contentious material relating to living persons—science-based articles should follow the scientific citation guidelines; and
   (c) it contains no original research.

3. Broad in its coverage:
   (a) it addresses the main aspects of the topic; and
   (b) it stays focused on the topic without going into unnecessary detail (see summary style).

4. Neutral: it represents viewpoints fairly and without bias, giving due weight to each.

5. Stable: it does not change significantly from day to day because of an ongoing edit war or content dispute.

6. Illustrated, if possible, by images:
   (a) images are tagged with their copyright status, and valid fair use rationales are provided for non-free content; and
   (b) images are relevant to the topic, and have suitable captions.

Topic Ideas: You may choose a new article to write or a current article to expand.
Wikipedia lists of “stubs” needing expansion, etc:
http://en.wikipedia.org/wiki/Category:Jordan_stubs
http://en.wikipedia.org/wiki/Category:Israel_stubs
Shortcuts

WP:V
  Verifiability: Everything must be cited.
WP:RS
  Reliable Sources: Everything must be cited to reliable, published sources.
WP:N
  Notability: Everything must have multiple reliable sources.
WP:TITLE
WP:LEDE
WP:INFOBOX
WP:LAYOUT
  Policies on formatting your article.
WP:GA
  Good Article guidelines
WP:CIVIL
  Civility guidelines
WP:NPA
  Not personally identifiable

Wiki-syntax
  ""bold"
  "italic"
  * bullet
  # number
  <ref>Reference for list</ref>
  [[Topic within Wikipedia]]
  : Indent

PHOTOS:
  enwp.org/category:free_images
  commons.wikimedia.org