

**The University of North Texas
Department of Anthropology**

Course: ANTH 3500 - 001 Cultures and Civilizations of the Middle East

Instructor: Dr. Mahmoud Sadri

Semester: Fall 2022

Time and place: Thursday, 6:30-9:20, Art, 219 (1201 Mulberry)

Office location: TWU, CFO, Rm. 312

Office hours: Th, 3-5 PM and by appointment

Email: msadri@mail.TWU.edu

SYLLABUS

Course Objectives:

Upon the completion of this course students will be able to:

1. Recognize narrative approaches to the study of the Middle East and to distinguish them from anthropological approaches.
2. Analyze the current events in the Middle East with the use of the systematic social scientific perspectives so they can better understand and analyze a culture not their own. Encouraging active engagement in the discussion of current cultural and political developments in the area.
3. Recall and apply information presented in the course of the semester to dispel the prevalent stereotypes and misperceptions of the area.

Method of Assessment:

1. **Final Paper:** The first objective will be achieved by requiring a final Paper comprised of a systematic comparison between Anthropological Narratives, Fictional Narratives, and textbook information.
2. **News logs:** The second objective will be achieved by free discussion of daily news from the Middle East during the first half hour of every class.
3. **Weekly quizzes:** The third objective will be achieved by weekly Quizzes.

Required Readings:

- Bates and Rassam, Peoples and Cultures of the Middle East, New Jersey, Prentice Hall, second edition, 2000. (p. acme for short) Other recommended works introduced throughout the syllabus.
- Elizabeth Warnock Fernea, Guests of the Sheik, New York, Anchor Books, 1969, 1989 (GS for short)
- A Work of fiction from one of the three major cultures of the Middle East: Arabic, Persian, or Turkish. (see the Explanation of Major Assignments below).
- Class handouts and on-line resources.

Recommended Readings:

- Dale Eickelman, The Middle East and Central Asia: An Anthropological Approach, New

ANTH 3500 - 001 Cultures and Civilizations of the Middle East

Jersey, Prentice Hall, 1981, 1998 (meca for short)

--James Gelvin, The Modern Middle East, Oxford University Press, 2016

Recommended Web-site: <http://gulf2000.columbia.edu> ; <http://www.payvand.com/> ; <http://www.gooya.com>

Class Conduct:

Please do not leave class early. If you need to do so talk to me beforehand. Also, please minimize the use of electronics during the class.

Activities, Assignments, and Grading Policy:

Assignment	Points	% of Total	Due dates
Weekly quizzes	500	50%	Ten weeks
News logs	150	15%	Ten weeks
Book report	50	5%	Week 8
Last Assignments	50	5%	Last week
Final paper	250	25%	Last week
TOTAL	1000	100%	

Grade Scale

A	900-1000
B	800-900
C	700-799
D	600-699
F	Below 600

Explanation of major course assignments:

Weekly quizzes

Every week, for ten weeks, there will be a quiz that will cover the material covered in the previous week.

News Logs

ANTH 3500 - 001 Cultures and Civilizations of the Middle East

For **three days a week**, you are required to listen, watch, or follow a major source of World news, to glean news from the Middle East. These logs are required and part of your grade.

Log format:

- Day, time, and source of news or commentary
- The substance of the news or commentary
- Student (optional) comment.

The length, one to two paragraph per day.

Last Assignments

There are two questions about the semester that stated in the section for the last week of the class. You will respond to these (one to two paragraph for each question) at the end of the semester.

Final paper

The final paper must incorporate the following:

First: A Summary of Guests of the Sheikh

1. Summarize and critically analyze **Guests of the Sheik**
2. Recount at least one episode in which the author realizes how East and West misunderstand each other
3. How are the “rites of passage”: (birth, marriage, death) celebrated? How do they compare to the Western celebration of similar events?

Second: A Summary of a Middle Eastern novel

Summarize and critically analyze one novel from the list of novels provided below. As you prepare to write your summary, it would be helpful if you explore at some of the following areas:

Emotional lives, Daily preoccupations, Gender and sexuality, Friendships, Status, Treatment of children and adolescents in the family, Class distinctions, Body image, family structures, Religious practices, Political life, Encounter with the West, Extremism, Poverty.

Suggestions on the Choice of Novels:

Beside Standard choices for the papers that include one of the following:

Naguib Mahfouz, “Palace Walk”

Arabic culture

Orhan Pamuk, “Snow”

Turkish culture

ANTH 3500 - 001 Cultures and Civilizations of the Middle East

Simin Daneshvar, A Persian Requiem

Persian culture

I am also offering the following selections for people who may want more choices. However, my own preference is that you choose one of the above major novels.

Arabic culture

Egyptian, Ala Al Aswani, Yacoubian Building *
Lebanese, Elias Khoury, Gate of the Son
Saudi Arabian, Rajaa Alsanea, Girls of Riyadh
Iraqi, Mahmoud Said, Saddam City
Palestinian, Kanafani, Men in the Sun, Palestine's Children
Sahar Khalifeh, Wild Thorns
Christian- Palestinian, Emile Habiby, The Secret Life of Saeed the Pessoptimist
Libyan, Ibrahim al-Koni, Gold Dust

Israeli Culture

David Grossman, To the End of the Land *

Turkish culture

Shafik Alif, Bastard of Istanbul *
Yashar Kemal, Anatolian Tales
Orhan Pamuk, the Black Book
Aziz Nesin, Hayri the Barber

Persian culture

Sadiq Hedayat, Stray Dog, Blind Owl
Shariar Madanipour, Censoring an Iranian Love Story *
Dolatabadi, "Missing Salouch" *
Iraj Pezeshkzad, "My Uncle Napoleon"

Third: Comparison of the three sources: the text, the novel, and Guests of the Sheikh.

--Find three parallels/differences between **Guests of the Sheik**, **The novel of your choice**, and one of our texts: **People and Cultures of the Middle East**

Paper Format:

Each section (first, second and third) must be clearly distinguished with subheadings. In the third part, each of the parallels/contrasts must be numbered as 1, 2, 3. Papers must be 7 - 10 pages long.

Projects must include references (including page numbers) in the endnotes, ASA or APA style.

Schedule of classes:

SECTION I. Geography, History, and Demographics of the Middle East

Week 1 Aug. 24

-Introduction: Geo-politics of the Middle East

Readings: pacme, ch. 1

Recommended: meca, ch. 1, Other sources: John Perry, The Middle East: Fourteen Islamic Centuries, Arthur Goldschmidt, A Concise History of the Middle East, John Weeks, The Demography of Islamic Nations, Population Bulletin, Vol 43, no. 4, December 1988

SECTION II. RELIGION: Islam, the Doctrine, and the Culture

Week 2 Aug 31

Islam: the Doctrine

Readings: pacme ch.2

Recommended: Seyed Hossain Nasr, Idea and Reality of Islam, Other sources: Mohammad Ayyub, Islam, Faith and Practice, Charles Kurzman, (ed.) Liberal Islam

Week 3 Sep.7

Islam: the Culture

Readings: pacme ch.3

Recommended: meca ch. 10, Other sources: Francis Robinson, (ed.) Cambridge Illustrated History of Islamic World, El Zein, "Beyond Ideology and Theology: The Search for the Anthropology of Islam" in: Annual Review of Anthropology, vol. 6, 1977

SECTION III: ETHNICITY AND HETERODOX RELIGIONS

Week 4 Sep.14

Ethnic and Religious groups

Readings: pacme, ch. 4

Recommended: Omran and Roudi, the Middle East Population Puzzle, Lindholm, "The New Middle Eastern Ethnography" in: J. Roy, Anthropol. Inst. 1995

SECTION IV: PATTERNS OF RESIDENCE AND LIFE: Nomads, Peasants, Urbanites

Week 5 Sep. 21

Pastoral and Nomadic life

Readings: pacme, ch. 5

Recommended: meca, ch. 4. Other sources: Nina Swidler: "Sedentarization and Modes of Economic Integration in the Middle East" in: When Nomads Settle, Lois Beck, "Women among Qashqa'i Nomadic Pastoralists in Iran" in: Women in the Muslim World, Irons and Hudson, (ed.) Perspectives on Nomadism.

Visual component: Grass, min. 20 to end

Week 6 Sep. 28

Village Life

Readings: pacme, ch. 6

Recommended: meca ch. 3 .Other sources: Lutfiyya, "Islam and Village Culture", Urban Immigrants and the Revolution" in: Iranian Studies, vol XIII, no.9 1980.

Week 7 Oct. 5

Urban Life

Readings: pacme, ch. 7

Recommended: meca, ch. 5 Other sources: Lapidus, Muslim Cities in the Later Middle Ages, V. F. Costello, Urbanization in the Middle East

Week 8 Oct. 12

Discussion of Guests of the Sheikh,
Narrative film session

Book Report on Guests of the Sheikh due

SECTION V: Family and Kinship Structure

Week 9 Oct. 19

Marriage and Family

Readings: pacme, ch. 8

Recommended: meca, ch. 7

Week 10 Oct. 26

Women's Roles

Readings: pacme, ch. 9

Recommended: Elizabeth Warnock Fernea, Middle East Muslim Women Speak, Barbara Aswad, "Women, Class and Power: Examples from the Hatay, Turkey" in: Women in the Muslim World, Leila Ahmed, Women and Gender In Islam, Sherifa Lurah, Revealing Reveiling: Islamist Gender Ideology in Contemporary Egypt, Fatima Mernissi, The Veil and the Male Elite: A Feminist Interpretation of Women's Right in Islam

SECTION VI: Challenges of a Changing World

Week 11 Nov. 2

Movie night

Week 12 Nov.9

Islam, Extremism and the Middle East

Readings: On line resources and Power Point Presentations

Recommended Readings: Mark Juegensmeyer, Terror in the Mind of God, 4th edition, University of California Press, 2016

Week 13 Oct. 16

Poverty, Agency, and Women in the Middle East

Readings: Excerpts from: Coming of Age in Iran, Manata Hashemi, New York University Press, 2021,

Recommended reading:

--Fariba Adelkhah, Being Modern in Iran, University of California Press, 2000

Nov.23 Thanksgiving holiday

Week 14 Nov. 30

Middle East and the Problem of Modernity

Readings: Excerpts from "Islam and Modernity", Power Point Presentation

Recommended Reading:

--James Gelvin, *the Modern Middle East*, Oxford University Press, 2016

Week 15 Dec. 7

Guest Presentation

Week 16 Dec. 14

Wrapping up

Presentation of final papers

Last Assignment:

1. Describe something you learned in this class that helped you understand differences either within or between societies. Why is this information important for people to know about? Did this change your perspective on anything, and if so, how?
2. Talk about one assumption, belief, or stereotype you had before taking this class, and discuss something you learned in this class to help you challenge it, or change your mind. What changed your mind? Is this new perspective something that more people should learn about? Why?

Final papers due

**Department of Anthropology
Academic Integrity Policy
August 2023**

**University Policy on Student Academic Integrity:
([Policy and Procedures number 06.003](#))**

Academic Misconduct: “Academic Misconduct,” in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

- A. **Cheating:** “Cheating,” in this policy, means the use of unauthorized assistance in an academic exercise, including but not limited to: 1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; 4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; 5. any other act designed to give a student an unfair advantage on an academic assignment.
- B. **Fabrication:** “Fabrication,” in this policy, means falsifying or inventing any information, data, or research outside of a defined academic exercise.
- C. **Facilitating Academic Dishonesty** (*i.e. collusion*): “Facilitating academic dishonesty,” in this policy, means helping or assisting another in the commission of academic dishonesty.
- D. **Forgery:** “Forgery,” in this policy, means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another.
- E. **Plagiarism:** “Plagiarism,” in this policy, means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation, or 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- F. **Sabotage:** “Sabotage,” in this policy, means acting to prevent others from completing their work or willfully disrupting the academic work of others.

Department Policy on Student Academic Integrity:

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association’s code of ethics](#): “In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source” (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University's policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Course Policy and Procedures on Student Academic Integrity:

- A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.
- Any student suspected of cheating in this course will receive at the very least a 0 on the assignment or up to an F in the course.
- First-time student offenders who commit academic dishonesty will receive a zero on the assignment in which academic dishonesty was found. Students suspected of multiple academic dishonesty offenses will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course.
- If a student is suspected of using generative IA, the burden of proof to show originally sourced material is on the student.
- Students suspected of any of these will be provided the opportunity for a review; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university.
- Any work not meeting this standard will be evaluated and subject to either a re-write for partial credit, if the Instructor concludes that the assignment was unintentionally plagiarized or a zero for the assignment. Egregious forms of academic conduct are subject to a formal review.
- A report of academic integrity violation shall be filed against the student with UNT and the student will have an opportunity to appeal the decision according to UNT's appeal process.
- Virtual study groups including, but not limited to, platforms such as CANVAS, Group Me, discord, etc. must include an IA as a member. Any student participating in either a virtual, or in-person, group may be reported to the academic integrity office and sanctioned with an "F" in the course if there is cause to question academic integrity within the group. This implicates any and every student who is, or has been, a participant

in the group, whether or not they are directly/indirectly, or actively/passively, involved in the potential academic integrity offense.

- Finally, I expect punctual arrival (I can overlook up to ten minutes late arrival when a legitimate excuse is presented). Also, no departures during the break is allowed or tolerated. If you have an urgent reason to leave during that time please speak to me before or during the break.