

## HIST3673: The Future of the Middle East

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

<b>Course Description</b>	The course analyses the contemporary history of the Middle East in order to understand why this region is today's global hotspot. The course will place particular emphasis upon the early 21st century and Turkey, the successor state of the Ottoman sultanate-caliphate, and Turkey's neighbours Syria, Iraq, Iran and Armenia. The Ottoman Empire ruled the Middle East for four centuries, ending in war and genocide during the decade before the Republic of Turkey was founded in 1923. The course will lead back many of today's issues to this pivotal background of the contemporary Middle East. On completion of the course, students will be familiar with major post-Ottoman developments, related historical narratives and sources of political, social and religious history. Topics include the Kurdish question, political Islam, the Sunni-Shia divide and the challenge of egalitarian, supra-religious social contracts. Students will acquire in-depth knowledge about current conflicts, their historiography and the potential for future peace in today's Middle East.
<b>Academic Progress Requirements</b>	Nil
<b>Assumed Knowledge</b>	20 units in History at 1000 level or equivalent
<b>Contact Hours</b>	<b>Callaghan</b> <b>Lecture</b> Online 1 hour(s) per week(s) for 12 week(s) starting Week 1  <b>Tutorial</b> Face to Face On Campus 1 hour(s) per week(s) for 11 week(s) starting Week 2
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> A/Prof. Hans Lukas Kieser <a href="mailto:Hanslukas.Kieser@newcastle.edu.au">Hanslukas.Kieser@newcastle.edu.au</a> (02) 4921 5218 Consultation: Zoom, by appointment - email me.
<b>Teaching Staff</b>	Sebastian Meredith, tutor, <a href="mailto:Sebastian.Meredith@newcastle.edu.au">Sebastian.Meredith@newcastle.edu.au</a>
<b>School Office</b>	<b>School of Humanities Creative Industries and Social Sciences</b> Social Sciences Building Callaghan <a href="mailto:HCISS@newcastle.edu.au">HCISS@newcastle.edu.au</a> +61 4985 4500

# SYLLABUS

<b>Course Content</b>	Course content will be drawn from the following range of topics: <ul style="list-style-type: none"><li>• Turkey and its Middle Eastern neighbours since the End of the Cold War</li><li>• The background to today's Middle East: the making of the post-Ottoman world</li><li>• The transnational Kurdish conflict</li><li>• Wars in Iraq and Syria</li><li>• Al-Qaeda and "Islamic State"</li><li>• Israel and Palestine since the construction of the separation wall</li><li>• Eschatological (apocalyptic) vs. reasoned futures</li><li>• Historical narratives and their projection of the future</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Formulate fundamental questions pertaining to the contemporary Middle East as well as possible solutions;</li><li>2. Debate the major historiographical issues relating to the Middle East region;</li><li>3. Employ research and information literacy skills to analyse relevant scholarly sources according to the ethical standards of the field of history;</li><li>4. Construct clear and concise arguments in written and/or oral forms.</li></ol>
<b>Course Materials</b>	<b>Lecture Materials:</b> Weekly lecture podcasts and Powerpoint files will be available on Canvas in advance.  <b>Recommended Books including Required Chapter Readings</b> <ul style="list-style-type: none"><li>• Kieser, Hans-Lukas. <i>When Democracy Died: The Middle East's Enduring Peace of Lausanne</i>. Cambridge, United Kingdom: Cambridge University Press, 2023. <b>Required Pages:</b> 50-119 and 272-288.</li><li>• Bozarslan, Hamit, Veli Yadirgi, and Cengiz Gunes, eds. <i>The Cambridge History of the Kurds</i>. Cambridge; New York: Cambridge University Press, 2021. <b>Required Pages:</b> 289-307.</li><li>• Caplan, Neil. <i>The Israel-Palestine Conflict: Contested Histories</i>. Second edition. Hoboken, NJ: Wiley Blackwell, 2020. <b>Required Pages:</b> 243-304.</li><li>• Amanat, Abbas. <i>Iran: A Modern History</i>. New Haven: Yale University Press, 2017. <b>Required Pages:</b> 868-908.</li><li>• Roy, Olivier. <i>Jihad and Death: The Global Appeal of Islamic State</i>. New York, NY: Oxford University Press, 2017. <b>Required Pages:</b> 41-90.</li><li>• Kieser, Hans-Lukas. <i>Nearest East: American Millennialism and Mission to the Middle East</i>. Philadelphia: Temple University Press, 2010. <b>Required Pages:</b> 137-164.</li><li>• Filiu, Jean-Pierre. <i>Apocalypse in Islam</i>. Berkeley, Calif: University of California Press, 2011. <b>Required Pages:</b> 69-200.</li></ul>

# SCHEDULE

Week	Week Begins	Lecture	Topic	Tutorial
1	26 Feb	Introduction (1)	"Middle East" – notion; a post-Ottoman world based on the 1923 Lausanne Treaty; character of current conflicts; scenarios of the future; "apocalypse"	None
2	4 Mar	Introduction (2)	Turkey, South Caucasus, Iran, Iraq, Syria, Israel-Palestine – an interconnected political-historical geography and its transformations	Introduction. 1923 Lausanne Treaty
3	11 Mar	Turkey	Heir of the Ottoman Empire, paradigm of a centralized post-Ottoman nation-state with unresolved ethnic and religious conflicts. Atatürk to Erdogan, and then?	Turkey and the Kurds since 1923
4	18 Mar	Major factors, features, currents in the contemporary Middle East	Islamism, Zionism, nationalisms; autocracies versus democracy; partisan and clientelist politics. Misery versus potential – to what future?	(Pan-)ideologies, Islamism, Zionism, Kurdish nationalism
5	25 Mar	Syria and Iraq	From the post-Ottoman mandates to Baath party rule; civil wars; jihadism, "Islamic State"; Sunni-Shia divide; foreign influences	Al-Qaida, Islamic State, Hamas
6	1 Apr	Israel-Palestine	From Labour Zionism to far-right rule; from PLO to Hamas. The unmet challenge of an egalitarian democratic social contract.	Israeli democracy, ethnocracy or theocracy?
7	8 Apr	South Caucasus	Precarious post-Soviet Armenian democracy faces Putin's imperial Russian cynicism, Turkish-Azeri "blood brotherhood", the power of a petro-state.	Armenian democracy, Baku, Karabakh
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	Iran	Ideology and current politics of Iran's Shiite revolution. Iran before 1979 – the ME's magic year of "end time" Islamism. Axis Iran-Syria-Hezbollah-Hamas-Yemen.	Shia apocalypse and world revolution
9	6 May	Post-Ottoman North Africa	Egypt, Libya, Tunisia since the "Arab Spring." An influential periphery of the post-Ottoman Middle East.	"Arab Spring" and long aftermath
10	13 May	Gulf states	Petro-monarchies – new regional and global players. Factors of anti-democracy, but also of transitional stability.	Prince Salman, political venality and Kashoggi
11	20 May	Squandered chances for	Paradigmatic: R.T.	7 October 2023 and

		peace, loss of democratic orientation	Erdogan's electoral autocracy in Turkey and its wars; Netanyahu and Hamas	Israel's Gaza campaign
12	27 May	Course conclusion	Retrospective and outlook, test preparation	Course retrospective, clarifications, Q&A
13	3 Jun	<b>Class test</b>		
<b>Examination Period</b>				
<b>Examination Period</b>				

## ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research essay assignment	At the latest: 11.59pm, Friday 24 May, Week 11	Individual	50%	1, 2, 3, 4
2	Book review	At the latest: 11.59pm, Friday 12 April, Week 7	Individual	20%	4
3	Class test	Held in week 13, exact date and place will be communicated later.	Individual	20%	1, 2, 4
4	Tutorial paper contribution	1 day before your tutorial for the provisional version; 11.59pm, Friday of the same week for the final version	Individual	10%	1, 2, 3, 4

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Research essay assignment

### Assessment Type

Essay

### Purpose

The major essay is designed to allow you to demonstrate your research skills and in-depth knowledge of specific topics within the course. The major essay will also contribute to your overall knowledge of the course material in preparation for the class test.

### Description

For general advice on essay writing see the School of Humanities and Social Science 'Essay Writing Guide' on Canvas. For a list of examples of Major Essay Questions, see the separate Detailed Schedule.

Essays must be footnoted and comprise a bibliography of AT LEAST 12 sources, including 3 or more primary sources.

Students may also choose to develop their own question within the framework of our course, but only with Course coordinator agreement. Normally, your essay topic is distinct from your tutorial paper. However, it is permissible for you to further elaborate on a topic addressed in this paper.

You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be based on your research, your analysis and the development of your argument, including clarity of expression and precise referencing.

### Weighting

50%

### Length

2,800 words (+/-10%)

### Due Date

At the latest: 11.59pm Friday 24 May, Week 11

### Submission Method

Online via Canvas

### Assessment Criteria

Rubric available on Canvas

### Return Method

Online. Within four weeks after submission

### Feedback Provided

Online

## Assessment 2 - Book review

### Assessment Type

Interview

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<b>Purpose</b>	To communicate clear and concise arguments regarding a scholarly book, and to reflect on your specific reading and learning experience.
<b>Description</b>	Written or recorded Oral Assignment, based on your critical reading of a book. It informs about the book's main themes, methods and arguments. See also the General Book Review Advice on Canvas. You are free in choosing the form you prefer: written or oral. You may also do it in the usual form of an essay, not an interview. Produce a 1100-1400 word paper or a 5-8 minute audio about a scholarly book dealing with topics of our course, which can be listed in this course outline or the Detailed Schedule, or be of your own choosing. It is written or spoken in the style of an interview: a reader (you) is asked by someone else (e.g. another student of our course) about the book. The review is also personal, that is, you must also write or talk about what you personally learnt from the book for our course topics, and how you experienced the reading of the book. The criteria remain the same for all forms (see also marking rubric under 'Assessment Criteria' for essays). But a dialog must be longer, that is, contain approx. 1800 words or approx. 10 minutes of audio.
<b>Weighting</b>	20%
<b>Length</b>	1100-1400 words OR 5-8 minute audio
<b>Due Date</b>	At the latest: 11.59pm Friday 12 April, Week 7
<b>Submission Method</b>	Online Online via Canvas
<b>Assessment Criteria</b>	Rubric available on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	Online - Within three weeks of submission date.

### Assessment 3 - Class test

<b>Assessment Type</b>	In Term Test
<b>Purpose</b>	To assess your overall knowledge gained during the course.
<b>Description</b>	A 1-hour closed-book class test will be held in week 13. Attendance at the test is compulsory. Only documented medical conditions or personal circumstances will be accepted as reasons for absence.  The class test will have a short answer format; students will be tested on material covered in the lectures, tutorials, readings and assessments. More details will be given later in the course.
<b>Weighting</b>	20%
<b>Length</b>	1 hour
<b>Due Date</b>	Held in week 13, exact date and place will be communicated later.
<b>Submission Method</b>	In Class
<b>Assessment Criteria</b>	Students will be assessed on the basis of their demonstrated understanding of the broader issues raised in the lectures and tutorials, as well as in the other assessment tasks.
<b>Return Method</b>	Not Returned
<b>Feedback Provided</b>	Students will be informed of their mark via grade centre..

### Assessment 4 - Tutorial paper contribution

<b>Assessment Type</b>	Tutorial / Laboratory Exercises
<b>Purpose</b>	The tutorial paper contribution is designed to allow you to start demonstrating your research skills and in-depth knowledge of specific topics within the course as well as to actively contribute as an 'expert' to a specific tutorial session.
<b>Description</b>	You will choose a specific tutorial, in which you play the role of an expert. During the tutorial, you will make a short, instructive and well-understandable presentation of your topic, that is, your response to the main tutorial question. You find the tutorial questions on the separate Detailed Schedule. At least one day before your tutorial, you send a provisional, but readable tutorial paper to the tutor who will distribute it to all students in your tutorial. Before the end of the week, you load the final version up to Canvas. The paper is 900-1,200 words. Your succinct, listener-friendly oral presentation in the tutorial should not be more than 3-4 minutes. The final tutorial paper requires a bibliography and references (footnotes). Footnotes are included in the word count; the bibliography is not.
<b>Weighting</b>	10%

<b>Length</b>	900-1200 words (incl. footnotes, without bibliography)
<b>Due Date</b>	1 day before your tutorial for the provisional version; 11.59pm, Friday of the same week for the final version.
<b>Submission Method</b>	Online Provisional version by email to tutor; final version on Canvas.
<b>Assessment Criteria</b>	See Description (the presentation must be well-understandable, the paper readable for the other students!) and this rubric: Marking rubric for tutorial paper and major essay: (Poor/Satisfactory/Good/Very Good/Excellent) Relevance of answer to question Critical and effective use of primary sources Critical use of scholarly secondary literature Extent of research Development of argument Organisation and structure Clarity of expression Originality of expression Grammar, punctuation, spelling, proof-reading Referencing and Bibliography
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three weeks of submission date.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

- Oral Interviews (Vivas)** As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).
- Academic Misconduct** All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35> .
- Adverse Circumstances** The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
  2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
  3. you are requesting a change of placement; or
  4. the course has a compulsory attendance requirement.
- Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:  
<https://policies.newcastle.edu.au/document/view-current.php?id=236>
- Important Policy Information** The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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