



ASH 3230: Middle East Research: An Interdisciplinary Seminar

Spring 2021
Tu/Th 1:20 - 1:35
Online

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Description:

ASH 3230 (SIP, UDW, HIS) Middle Eastern Survey: An Interdisciplinary and Introductory Course. This seminar surveys regional studies methodology by introducing a dozen examples of a domain of Middle Eastern studies (for example, cities, biographies, countries, sects, dialects), using a variety of lecturers and approaches. Students will a) become familiar with the particular characters of dozen instances of a Middle Eastern domain, in this way learning something of the diversity of the region, b) encounter a variety of approaches to the study of the region, and c) develop deep knowledge of one instance, which they will study over the course of the semester.

Objectives:

At the conclusion of this course, students will be able to:

1. select, critically evaluate, and apply relevant approaches from multiple academic disciplines to produce an original research paper and oral presentation; use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to Middle eastern studies;
2. compose as a process, including drafts, revision, and editing; articulate the process of producing a work of Middle Eastern research from initial plan to critique, revision, and completion;
3. critique existing applications of Middle Eastern studies scholarship in order to learn from past success and failures;
4. critically examine, interpret, and explain how personal, political, cultural, economic, environmental, and social experiences and/or structures shaped the Middle East.
5. gather and analyze data using multiple methodologies to evaluate causal arguments and analyze assertions, assumptions, and explanatory evidence related to the Middle East.
6. convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience representative as appropriate for the Middle Eastern studies; employ different resources (such as words, graphs, charts, and images) to compose in the field.

Textbooks:

The required text for this class is Zachary Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism* (Cambridge University Press, 2009). We will read a number of classic and review essays about things in the Middle East, which will be made available on Canvas. In addition, each presenter will assign a short reading or set of readings (twenty to fifty pages), which is to be completed before the Thursday meeting. Readings will be posted on the course website.

Requirements:

Grade breakdown:	Tuesday responses (written and oral)	40%
	Mid-term meeting (bibliography and outline)	10%
	Final presentation	10%
	Final paper	30%
	Participation and attendance	10%

Tuesday responses

Each Thursday, a lecturer will talk about a certain material thing from the Middle East using a particular analytical or methodological or disciplinary perspective. Each Tuesday, you will come to class prepared to discuss *your* material thing using that same approach. As part of your preparation, you will write one to two paragraphs (no more than a page), which you will submit via Canvas five minutes before the beginning of class (i.e., 1:15; no late papers accepted). In this response, and the discussion that follows, you are expected to show engagement, but not expertise. Each written and oral response will receive up to four points; for your final grade, I will take your best ten weeks' work (4 x 10 = 40).

Grading rubric:

D Discipline: engagement with the disciplinary approach presented, discussion of the week's set readings and presentation.

S Search: persistence, resourcefulness, sense of method, offering help to others, awareness of selection bias.

R Results: useful findings, genuine focus on the thing itself, engagement with results of previous weeks

E Expression: spelling, grammar, writing style, citation

	1 (A-/A)	¾ (B/B+)	½ (C+/B-)	¼ (C-/C)	0 (D/F)
D	clearly explains the particular strengths and weaknesses of the disciplinary approach for your material thing	engagement with general disciplinary approach, and some thoughts on its application to your material thing	engagement with general disciplinary approach, but no reflection on its use in your case	basic echoing of discipline's forms	no engagement
S	careful explanation of multiple research tracks; creative use of search tools	clear explanation of successes and difficulties of sustained search	medium-yield search along a single track, or low-yield search along multiple tracks; multiple tools	brief search along a single track, using a single tool	no explanation of search
R	nuanced, thick set of results, ready for use in final paper	strong connection between new results and previous work	some relevant results, set in context of what is already known about the material thing	a handful of basic findings, limited relevance to the material thing	no relevant results

E	no errors	a few flubs	clear enough, but with errors	systematic errors	unreadable
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Final paper

Your Tuesday papers and discussions will form the core of your final presentation and paper, due on the last day of classes, in which you will be expected to show a degree of expertise about your material thing and demonstrate mastery of the scholarly resources available for its study. The final paper will be a revision of the work that you did in the weekly papers, and will reflect feedback you received at the midterm meeting. In the paper, you will integrate your thoughts each week as well as your general reading about your material thing to produce a thorough description of what is known about the material thing. As part of this description, you will tell us which disciplines and approaches have given your material thing most attention, and which have (or should) ignore it. Your paper will be a maximum of 2500 words, and is due on the last day of class.

Rubric:

	1 (A-/A)	¾ (B/B+)	½ (C+/B-)	¼ (C-/C)	0 (D/F)
Identifying particularity (worth 20%) [Objective 6]	The particular character of the thing and the research it has generated is conveyed clearly, coherently, and effectively.	The particular character of the thing and the research it has generated is signalled.	The particular character of the thing and the research it has generated is implied but not explained.	The particular character of the thing and the research it has generated is unclear.	The thing appears generic.
Balanced portrait of complexity [Objective 4]	Balances appropriate evidence from multiple sources to best illustrate the range of knowledge relevant to the thing in all its complexity.	Selects appropriate evidence from multiple sources to illustrate the complex range of knowledge relevant to the thing.	Uses evidence from multiple sources to signal a range of knowledge relevant to the thing.	Imbalanced selection evidence.	Oversimplification and neglect of the big picture.
Grasp of existing scholarship [Objectives 1 & 5]	Demonstrates synthetic command of the interdisciplinary scholarship concerning the topic.	Demonstrates broad grasp of the interdisciplinary scholarship concerning the topic.	Shows familiarity with much of the interdisciplinary scholarship concerning the topic.	Shows notable gaps in knowledge of the interdisciplinary scholarship concerning the topic.	Missing essential relevant works concerning the topic.
Reflection on process of research [Objective 2]	Careful summary explanation of multiple tracks over a sustained research process; creative use of search tools.	Clear explanation of successes and difficulties of sustained research.	Medium-yield research along a few tracks; indication of use of multiple tools; little reflection.	Brief research along a too few tracks, using a too few tools.	No explanation of research process.
Method and discipline [Objectives 1 & 2]	Clearly explains the particular strengths and weaknesses of all relevant disciplinary and methodological approaches to the topic.	Engagement with many disciplinary and methodological approaches, and some thoughts on their application to the topic.	Engagement with several disciplinary and methodological approaches, but no reflection on its use in your case.	Basic description of some method and discipline notions.	No engagement with questions of method or discipline.
Comparative analysis [Objective 3]	Nuanced, thick set of results, showing comparison with other things of the region.	Strong analytical connection between this thing and relevant counterparts.	Some relevant comparison, set in context of what is already known about the thing.	A handful of basic comparative findings, limited relevance to thing.	No comparison.

Further research suggestions [Objective 3]	Rich and specific prospectus for further research.	General discussion of relevant paths for future research.	Some understanding of underexplored aspects.	Few notions of knowledge gaps.	No discussion of further research.
Revision and improvement [Objectives 2 & 6]	Paper is clearly the product of a sustained research process, including drafts, revision, and editing.	Paper shows evolution from weekly responses and midterm, incorporating many improvements.	Paper mostly synthesises weekly responses, with some revision for emphasis.	Paper synthesises weekly responses without adequate balancing.	No sign of revision.
Expression [Objective 6]	Convey ideas clearly, coherently, and effectively, in appropriate tone for the field.	Convey ideas clearly, coherently, and effectively, in appropriate tone for the field, with a few flubs.	Convey ideas somewhat clearly, coherently, and effectively, but with errors.	Writing marked by systematic errors.	Writing difficult to read due to errors.

Final Presentation

Your presentation will use the [PechaKucha “Ignite” format](#), lasting 5 minutes, but instead of 20 15-second slides, please use 15 20-second slides. [This video](#) explains how to set timing. Please email me your powerpoints in advance.

Rubric:

Presentations receiving the following grades will meet a preponderance of the following bullet points. Presentations that are poorly delivered but otherwise correspond to the criteria of a given grade level will not be considered to meet the preponderance required for that grade.

The Superior Presentation (A/A-)

- Demonstrates a thorough and critical grasp of existing scholarship about the thing in question, across a full range of disciplines. [Objective 1]
- Provides substantial, relevant details in reflecting on the process of researching and writing a multi-disciplinary research paper on a particular thing. [Objective 2]
- Goes beyond suggested revisions to develop substantial improvements on the Tuesday responses and the mid-term meeting. [Objective 2]
- Skillfully places the thing’s research profile in its disciplinary context by addressing the research demands of the thing in question and explaining why some methodologies have yielded more results than others, particularly relating to the diverse range of Middle Eastern things studied by other members of the class. [Objective 3]
- Offers well-reasoned suggestions for further research on the thing. [Objective 3]
- Provides a thorough and balanced portrait of the thing in question in its historical, social, cultural, and material complexity. [Objective 4]
- Demonstrates thorough analysis and critical evaluation of the arguments, assumptions, and evidence of existing scholarship on the thing. [Objective 5]
- Skillfully demonstrates effective use of technology in gathering, evaluating, analyzing, and presenting multiple relevant sources of information from multiple disciplines.
- Is well presented.

The Good Paper or Presentation (B+/B)

- Demonstrates a broad grasp of existing scholarship about the thing in question, across a considerable range of disciplines. [Objective 1]
- Provides details in reflecting on the process of researching and writing a multi-disciplinary research paper on a particular thing. [Objective 2]
- Incorporates suggested revisions to improve on the Tuesday responses and the mid-term

meeting. [Objective 2]

- Places the thing's research profile in its disciplinary context by addressing the research demands of the thing in question and explaining why some methodologies have yielded more results than others, with some reference to the range of Middle Eastern things studied by other members of the class. [Objective 3]
- Offers a variety of suggestions for further research on the thing. [Objective 3]
- Provides a portrait of the thing in question in its historical, social, cultural, and material complexity. [Objective 4]
- Demonstrates acceptable analysis and evaluation of the arguments, assumptions, and evidence of existing scholarship on the thing. [Objective 5]
- Demonstrates acceptable use of technology in gathering, evaluating, analyzing, and presenting multiple relevant sources of information from multiple disciplines.
- Is generally clear in delivery.

The Borderline Paper or Presentation (B-/C+)

- Demonstrates a some grasp of existing scholarship about the thing in question, across a limited range of disciplines. [Objective 1]
- Provides basic reflection on the process of researching and writing a multi-disciplinary research paper on a particular thing. [Objective 2]
- Incorporates a few suggested revisions to improve on the Tuesday responses and the mid-term meeting. [Objective 2]
- Displays some understanding of the thing's research profile in its disciplinary context by addressing a limited number of research demands of the thing in question and explaining why some methodologies have yielded more results than others, with limited reference to the range of Middle Eastern things studied by other members of the class. [Objective 3]
- Offers a suggestion for further research on the thing. [Objective 3]
- Offers a portrait of the thing in question in some of its historical, social, cultural, and material complexity. [Objective 4]
- Demonstrates limited analysis and evaluation of the arguments, assumptions, and evidence of existing scholarship on the thing. [Objective 5]
- Demonstrates limited use of technology in gathering, evaluating, analyzing, and presenting relevant sources of information from multiple disciplines.
- Is not consistently clear in delivery.

The "Needs Help" Paper or Presentation (C/C-)

- Demonstrates a confused, simplistic, or undeveloped grasp of existing scholarship about the thing in question, across an insufficient range of disciplines. [Objective 1]
- Provides insufficient reflection on the process of researching and writing a multi-disciplinary research paper on a particular thing. [Objective 2]
- Incorporates a none of the suggested revisions to improve on the Tuesday responses and the mid-term meeting. [Objective 2]
- Displays weak understanding of the thing's research profile in its disciplinary context and fails to address the research demands of the thing in question. Does not show how some methodologies have yielded more results than others or refer to the range of Middle Eastern things studied by other members of the class. [Objective 3]
- Offers no suggestion for further research on the thing. [Objective 3]
- Demonstrates limited understanding of the thing in question in some of its historical, social, cultural, and material complexity. [Objective 4]

- Demonstrates no analysis and evaluation of the arguments, assumptions, and evidence of existing scholarship on the thing. [Objective 5]
- Does not demonstrate use of technology in gathering, evaluating, analyzing, and presenting relevant sources of information from multiple disciplines.
- Is poorly organized and delivered.
- May contain major errors.

The Unsatisfactory Paper or Presentation (D/F)

- Shows minimal effort and/or understanding of the assignment.
- Is poorly organized and/or poorly written or delivered.
- Contains little to no details or analysis of research process or method.
- Does not reflect any suggested revisions.
- Displays no awareness of the broader Middle Eastern research context.
- Uses no independently discovered sources of information.
- May contain numerous errors, both major and minor.

Mid-term meeting

We will meet individually at the middle of term (Tuesday March 9) to discuss the progress of your research. Before this meeting, please give me a bibliography, a 1000 word draft, and an outline of the full final paper.

Rubric:

The Superior Mid-term meeting(A/A-)

- Shows a thorough grasp of the final paper rubric goals.
- Offers a well-articulated plan to meet those goals.
- Delivers a bibliography that covers the full range of literature on the thing in question.
- Is an occasion for critical reflection on the process of multi-disciplinary research.

The Good Mid-term meeting (B+/B)

- Shows a grasp of the final paper rubric goals.
- Offers a plan to meet those goals.
- Delivers a bibliography that covers much of literature on the thing in question.
- Is an occasion for some reflection on the process of multi-disciplinary research.

The Borderline Mid-term meeting (B-/C+)

- Shows a limited grasp of the final paper rubric goals.
- Plan to meet those goals is unclear.
- Delivers a bibliography that covers only some of the literature on the thing in question.
- Displays limited reflection on the process of multi-disciplinary research.

The “Needs Help” Mid-term meeting (C/C-)

- Shows a weak grasp of the final paper rubric goals.
- Plan to meet those goals is unsatisfactory.
- Delivers a bibliography that covers very little of the literature on the thing in question.
- Displays no reflection on the process of multi-disciplinary research.

The Unsatisfactory Mid-term meeting (D/F)

- Shows no grasp of the final paper rubric goals.

- Plan to meet those goals is absent.
- Delivers a bibliography that covers none of the literature on the thing in question.
- Displays no process of multi-disciplinary research.

Attendance and participation

Before each Thursday meeting, complete all readings and send me a four-sentence email. Tell me 1) a new fact or word you learned, b) a scholar mentioned whose work makes you curious, c) another reading you've done (not necessarily from this class) of which you were reminded, and d) a question about the reading that you would like to ask our speaker.

- A student who receives an **A** for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.
- A student who receives a **B** for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
- A student who receives a **C** for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.
- A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of **D** or **F**.¹

Grading Scale (percentage): 84-100 A; 80-83 A-; 77-79 B+; 73-76 B; 70-72 B-; 67-69 C+; 63-66 C; 60-62 C-; 57-59 D+; 53-56 D; 50-52 D-; 49 and below F

Policies:

1. Attendance Policy:

University attendance policy: excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

According to FSU policy, you must be present on the first day of class or you will be automatically dropped from the course. If you miss a class, you are responsible for getting the material. I will answer specific questions, but I will not re-teach any lecture or give the notes for it.

2. Missed Exams, Assignment Deadlines, or Meetings:

In the case of a personal or family emergency, you must contact the Dean of Students at 644-2428. I will receive official notification from them if your absence is to be excused. Make-up exams will be allowed at the discretion of the professor. They be different from the original exam, and will reflect the additional time you have had to study. For other assignments, if the instructor deems the excuse valid, you will receive up to one week to complete the assignment. Missed exams and assignments due to unacceptable reasons will result in a failure for that exam or assignment.

¹ Adapted from Princeton University "Department of History Grading Practices."

Students in difficulty can find help from: Dean of Students (<http://deanofstudents.fsu.edu/>; 644-2428), University Counseling Center (<http://counseling.fsu.edu/>; 644-2003), University Health Services (<http://healthcenter.fsu.edu/>; 644-6230), Center for Health Advocacy & Wellness (<https://chaw.fsu.edu/services/wellness-coaching>), Student Resilience Project (<https://strong.fsu.edu/>), Victim Advocate Program (<http://victimadvocate.fsu.edu/>; 644-7161).

3. Academic Honor Policy

With all assignments at FSU, the Academic Honor Code applies. You are expected to be familiar and abide by the University's Academic Honor Code, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." Failure to abide by the Honor Code could result in a "0" for the assignment, an "F" for this course, and/or possible dismissal or suspension from the University.

Free Tutoring: High-quality tutoring and writing help for any course at Florida State University is available from the Academic Center for Excellence (ACE), located on the ground floor of the Johnson Building on Landis Green. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity. Tutoring is available by appointment and on a walk-in basis. More information is available at <http://ace.fsu.edu/>.

4. Sexual Discrimination and Misconduct

"No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

As a recipient of Federal financial assistance for education activities, FSU is required by Title IX to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Additionally, the Florida Educational Equity Act prohibits discrimination in schools based on race, ethnicity, national origin, gender, disability, or marital status. FLA. § 1000.05 (2012). Furthermore, this commitment is reaffirmed in FSU's [Equal Opportunity and Non-Discrimination Statement](#) and the Title IX Statement, which are applicable to all faculty, staff, students, visitors, applicants, and contractors. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call Jennifer Broomfield, Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.**

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 ([FSUPD](#)) Ask to speak to the on-call advocate.

5. Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:

1. register with and provide documentation to the Student Disability Resource Center; and
2. bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building

Florida State University, Tallahassee, FL 32306-4167

(850) 644-9566 (voice); (850) 644-8504 (TDD)

Email: sdrc@admin.fsu.edu Website: <http://www.disabilitycenter.fsu.edu/>

6. Liberal Studies:

The *Liberal Studies for the 21st Century Program* at Florida State University builds an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their communities. In this way your Liberal Studies courses provide a comprehensive intellectual foundation and transformative educational experience. This course has been approved as meeting the Liberal Studies requirements for *Scholarship in Practice* and thus is designed to help you become a critical thinker, a creative user of knowledge for professional practice, and an independent learner. This course has been approved as meeting the Liberal Studies requirements for *History* and thus is designed to help you become a critical analyst of theories and evidence about historical events and forces. This course has been approved as meeting the Liberal Studies requirements for *Upper-Division Writing* and thus is designed to help you become a flexible and proficient writer for professional purposes.

Minimum grade statements: In order to fulfill FSU's Scholarship-in-Practice requirement, the student must earn a "C-" or better in the course. In order to fulfill FSU's Upper-Division Writing requirement, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

7. Laptops and cell phones:

Research shows that use of electronic devices in class impairs your own learning and--most significantly--the learning of those around you.² Except when instructed otherwise, turn laptops, tablets, and cell phones off and put them away before class. If you text during class, you will be asked to leave.

8. Syllabus Changes:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. The instructor reserves the right to make changes to this syllabus, including the schedule of assignments, lectures, and the selected readings. The syllabus posted on Canvas will be updated to reflect changes, and it is the schedule of record.

Schedule:

This schedule is subject to change. The syllabus posted on Canvas will be updated to reflect changes, and it is the schedule of record.

Th Jan 7, T Jan 12

Preliminaries

Readings: ● Lockman, "Introduction"

² Faria Sana, Tina Weston, and Nicholas J. Cepeda, "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers," *Computers & Education* 62 (March 2013): 24–31, doi:10.1016/j.compedu.2012.10.003.

- Th Jan 14, T Jan 19 **Onions** (Hanley)
- Readings:*
- January 6, 1906 issue of the *Egyptian Gazette* (8 pages)
 - Lockman, Chapter 3.
- Th Jan 21, T Jan 28 **Arrows** (Adam Gaiser, Religion)
- Readings:*
- Murat Özveri and Nils Visser. ““Arrows, Arrows, Everywhere!”” *Medieval Warfare* 3, no. 3 (2013): 17–21.
 - Lockman, Chapter 1.
- Th Jan 28, T Feb 2 **Oil** (Hanley)
- Readings:*
- Timothy Mitchell, *Carbon Democracy : Political Power in the Age of Oil* (Verso, 2013), 1-11.
 - Robert Vitalis, *Oilcraft: The Haunting of U.S. Grand Strategy in the Gulf* (Stanford University Press, 2020), 1-24.
 - Lockman, chapter 4.
- Th Feb 4, T Feb 9 **Coins** (Lynn Jones, Art History)
- Readings:*
- Rebecca R. Darley, “Money, Art, and Representation: The Powerful and Pragmatic Faces of Medieval Coinage,” *A Cultural History of Money in the Medieval Age*, ed. Rory Naismith (London: Bloomsbury Academic, 2019), 99–124.
 - Lockman, chapter 2.
- Th Feb 11, T Feb 16 **Guns** (Jonathan Grant, History)
- Readings:*
- Lockman, chapter 5.
- Th Feb 18, T Feb 23 **Wikipedia** (Hanley)
- Readings:*
- Lockman, chapter 6.
- Th Feb 25, T Mar 2 **Housing** (Paul Beaumont, Economics)
- Readings:*
- *Principles of Economics* (OpenStax) - [Chapter 3: Demand and Supply](#) (a basic review of how economists view markets)
 - “[Basic Real Estate Economics](#)” (pdf) (a bit technical; pay special attention to the first section)
 - A collection of press reports about Lebanon during the crisis:
 - Guillaume Boudisseau, “[Investors are turning to the real estate market](#),” *Le Commerce du Levant* (January 16, 2020).
 - “[Lebanese National Crisis Has Bizarre Effects](#),” *AFP* (February 3, 2020).

- Chloe Cornish, “[Lebanese buy up property as government defaults](#),” *Financial Times* (March 12, 2020).
- Najia Houssari, “[Anxious Lebanese turn to property amid banking crisis](#),” Arab News (June 24, 2020).
- “[Spotlight: Demand for properties skyrockets as Lebanese flee money from banks amid fears of haircut on deposits](#),” *Xinhua* (July 10, 2020).
- Lockman, chapter 7.

Th Mar 4, T Mar 9 Mid-term meetings

Th Mar 11, T Mar 16 **Dictionaries** (Zafer Lababidi, Modern Languages)

- Readings:*
- Stefan Buchen, “[The unknown Arabist](#),” *Qantara.de* (2018).
 - Find your object in some online dictionaries, such as those available at [Ejtaal.net](#).

Th Mar 18, T Mar 23 **Charcoal** (Nilay Ozok-Gundogan, History)

- Readings:*
- Donald Quataert, *Miners and the State in the Ottoman Empire: The Zonguldak Coalfield, 1822-1920* (New York: Berghahn Books, 2006), 1-18.

Th Mar 25, T Mar 30 **Coffee** (Zeina Schlenoff, Modern Languages)

- Readings:*
- Betool Khedairi, *Absent*, 23, 26-39.
 - Mahmoud Darwish, *Memory of Forgetfulness*, 10-17, 22-26.
 - Mark Pendergrast, *Uncommon grounds: the history of coffee and how it transformed our world*, 3-10, 387-89.
 - Nizar Qabbani, [Qariat El Fingan](#).

Th Apr 1, T Apr 6,
Th Apr 8, T Apr 13 **Presentations**

Th Apr 15 **Final meeting**
Papers due in class