

GLOBAL MIDDLE EAST

IDS4930 / POS4931

FALL 2024

Course Information:

Instructor:	Onursal Erol, PhD
Email:	oeerol@ufl.edu
Course Time:	M/W/F 10:40 AM - 11:30 AM
Course Location:	CSE E220
Office Location:	Pugh Hall 236
Office Hours (in-person, walk-in):	Th 10:30AM – 12:00PM
Remote Office Hours (by appointment):	M 3:30PM – 5:00PM
Appointment Link:	https://calendly.com/oeerol/remote-office-hours

Course Description

Middle Eastern societies are profoundly influenced by developments in other parts of the world. The circulation of ideas, culture, technologies, people, capital, goods, and energy is altering the Middle East from all directions. On one hand, this heightened porosity between the Middle East and the rest of the world can be seen as a case of globalization. On the other hand, the periodization of "Globalization" as a new age can be questioned both historically and politically. While the accelerated flow of things can be applauded as a harbinger of a more unified world where ideas, technologies, and people move freely, new structures of power and inequity can also be located in the established pathways of select flows, in certain directions, featuring uneven obstacles. This nuanced landscape is what we will navigate in this course, critically analyzing the many flows that situate the Middle East in a global context.

Learning Goals

- Develop a multifaceted understanding of the main concepts and debates in globalization and Middle East studies.
- Gain literacy in issues that pertain to porosity between the Middle East and the rest of the world.
- Establish nuanced and personalized positions in debates about the rate, direction, desirability, and equitability of various kinds of flow structures from global perspectives.
- Cultivate critical thinking, reading, writing, and discussion skills that can be applied in and outside of this course.

Course Materials

This course is committed to affordable education and there are no required textbooks to purchase. All materials can be accessed on Canvas. Students are expected read all assigned materials before class.



Grade Distribution

Self-Reflection Memos	15%
Participation	15%
Discussion Lead	15%
Midterm Essay	20%
Final Essay	35%

Grading Scale

(A) 94-100 (A-) 90-93 (B+) 86-89 (B) 82-85
(B-) 78-81 (C+) 74-77 (C) 70-73 (C-) 66-69
(D+) 62-65 (D) 58-61 (D-) 54-57 (E) 53 & below

Self-Reflection Memos (5%x3 = 15%)

These are brief, informal check-ins that ask students to reflect on their path to success in some aspect of the course in a few sentences. They are meant to be a quick and stress-free way for students to reflect on their learning and knowledge-production strategies. The memos will be available on Canvas on the specified dates and should be submitted within a week.

Participation (5%x3 = 15%)

This grade reflects the overall level and quality of your participation in class. Please mind that, “participation” is not the same as “attendance.” Your attendance is not graded. If you are feeling unwell, have a job interview, or are pressed for time before an important exam, please feel free to miss a class or two as you see fit. But understand that you are missing out on your opportunity to establish a quality participation record. To establish a quality participation record, my expectation is that you are present for the overwhelming majority of our meetings, you come to class having read and contemplated on the required readings, voice your opinions, share your agreements/concerns freely, raise questions, and uplift and engage with your peers in intellectually meaningful ways. Participation is graded in three separate installments at the end of Weeks 5, 10 and 15, and posted on Canvas with feedback. This way students get a clean slate every five weeks and can adapt as necessary.

Discussion Lead = 15%

Each student will sign up once to lead one of the designated discussion sessions. Discussion leads will choose an extracurricular piece (text/audio/video/images) that showcases an empirical case relating to the Middle East which could be analyzed with the concepts we studied that week. Below is a checklist to be a successful discussion lead:

- [Sign up for one of the designated discussion lead slots, here.](#) Be mindful of the deadline you are committing to as indicated on the sign-up sheet. These deadlines are always two days prior to the actual discussion sessions.
- Choose your extracurricular material. These materials cannot exceed 2000 words of text, 15 min. of video/audio, or 15 images. If the source material you have your heart set on is longer, it is your responsibility to create an edited version of it that complies with the limits.
- Be creative in the selection of your material. Find something “real-world” that we can consider with higher concepts that we have been studying that week.
- Email me your chosen piece by the deadline. Please refrain from emailing me multiple options for me to choose.
- You will not present the material. On the day of the discussion, it is the class who will analyze the piece and discuss what it reveals. At the end of our discussion, we might check in with you to see if we missed anything.

Midterm Essay = 20%

Two prompts and detailed instructions will be circulated on the morning of Oct 17. Please write an essay (max. 2000 words) responding to **ONE** of them (**due on Canvas by 11:59pm, Oct 27**). All academic integrity rules apply. Reference at least two readings from the syllabus. Any citation style can be used. There is no minimum word-limit for the essay. The bibliography does not count towards the word-limit. All late papers are accepted with a 2-points/day penalty and for four days. The essay grading rubric is attached at the end of this syllabus.

Final Essay = 35%

Two prompts and detailed instructions will be circulated on the morning of Dec 4. Please write a short essay (max. 2000 words) responding to **ONE** of them (**due on Canvas by 11:59pm, Dec 11**). All academic integrity rules apply. Reference at least two readings from the syllabus. Any citation style can be used. There is no minimum word-limit for the essay. The bibliography does not count towards the word-limit. All late papers are accepted with a 3-points/day penalty and for four days. The essay grading rubric is attached at the end of this syllabus.

Course Schedule

Week 1 - INTRODUCTION

Aug. 23 *Course Introduction (No readings)

Week 2 – MIDDLE EAST OF A GLOBE & GLOBAL FLOW OF IDEAS

Aug. 26 Tsing, Anna. “The Global Situation.” *Cultural Anthropology* 15, no. 3 (2000): 327–338.

Khalidi, Rashid. "The “Middle East” as a framework of analysis: Re-mapping a region in the era of globalization." *Comparative Studies of South Asia, Africa and the Middle East* 18, no. 1 (1998): 74-80.

Aug. 28 Podcast: “What Happened After Civilization Collapsed.” Running Time: 57:55. Throughline, NPR, February 4, 2021.
<https://www.npr.org/2021/01/11/955735429/what-happened-after-civilization-collapsed>.

Suggested Reading: Burke, Edmund, III. “The Transformation of the Middle Eastern Environment, 1500 B.C.E., 2000 B.C.E.” In *The Environment and World History: Environment and World History*, edited by Edmund Burke III and Kenneth Pomeranz, 81–91. Berkeley: University of California Press, 2009.

Aug. 30 Moosa, Ebrahim. “God.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 44–60. University of California Press, 2021.

Suggested Reading: Morrison, Robert. “Algebra, Alchemy, Astronomy.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 61–83. University of California Press, 2021.

Week 3 – GLOBAL FLOW OF IDEAS

Sep. 4 *No Class

Sep. 6 Ali, Rozina. “The Erasure of Islam from the Poetry of Rumi.” *The New Yorker*, January 5, 2017.

Suggested Reading: Dabashi, Hamid. “On Nations without Borders.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 103–25. University of California Press, 2021.

Week 4 – GLOBAL FLOW OF IMAGES

Sep. 9 Shaheen, Jack G. “Reel Bad Arabs: How Hollywood Vilifies a People.” *The ANNALS of the American Academy of Political and Social Science* 588, no. 1 (July 2003): 171–93.

Suggested Reading: Dabashi, Hamid. “Hollywood Orientalism Is Not about the Arab World.” *Al Jazeera English*, November 10, 2021.
<https://www.aljazeera.com/opinions/2021/11/10/hollywood-orientalism-is-not-about-the-arab-world>.

Sep. 11 Yalkin, Cagri, and Ekant Veer. “Taboo on TV: Gender, Religion, and Sexual Taboos in Transnationally Marketed Turkish Soap Operas.” *Journal of Marketing Management* 34, no. 13-14 (2018): 1149–1171.

Sep. 13 Discussion#1

*Self-Reflection Memo#1 will be circulated on Sep 15.

Week 5 – GLOBAL FLOW OF SOUNDS

Sep. 16 Frishkopf, Michael. “Musical Journeys.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 238–65. University of California Press, 2021.

Sep. 18 Hirschkind, Charles. “The Ethics of Listening: Cassette-Sermon Audition in Contemporary Egypt.” *American Ethnologist* 28, no. 3 (2001): 623–49.

Sep. 20 Discussion#2

*Self-Reflection Memo#2 will be circulated on Sep 22.

Week 6 – GLOBAL PATHWAYS

Sep. 23 Fletcher ME. The Suez Canal and World Shipping, 1869-1914. *The Journal of Economic History* 18(1) (1958): 556-573.

Sep. 25 Winter, Tim. "Silk road diplomacy: Geopolitics and histories of connectivity." *International Journal of Cultural Policy* 26, no. 7 (2020): 898-912.

Suggested Reading: Quero, Jordi. "China's Impact on the Middle East and North Africa's Regional Order: Unfolding Regional Effects of Challenging the Global Order." *Contemporary Arab Affairs* 13, no. 1 (2020): 86–104.

Sep. 27 Discussion#3

Week 7 – GLOBAL FLOW OF GOODS

Sep. 30 Shokr, Ahmad. "Cotton, Made in Egypt." In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 318–39. University of California Press, 2021.

Oct. 2 Mitchell, Timothy. "Cycle of Oil and Arms." In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 302–17. University of California Press, 2021.

Oct. 4 Discussion#4

Week 8 – GLOBAL FLOW OF MIGRANTS

Oct. 7 Gualtieri, Sarah. "Palimpsests in Iconic California." In *Arab Routes: Pathways to Syrian California*, 110–32. Stanford University Press, 2019.

Oct 9 Karam, John Tofik. "The Levant in Latin America." In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 407–28. University of California Press, 2021.

Oct. 11 Kanna, Ahmed. "Flexible Citizenship in Dubai: Neoliberal Subjectivity in the Emerging City-Corporation." *Cultural Anthropology* 25, no. 1 (2010): 100–129.

Week 9 – GLOBAL FLOW OF MIGRANTS

Oct. 14 Shohat, Ella. "Dislocated Identities: Reflections of an Arab Jew." In *On the Arab-Jew, Palestine, and Other Displacements: Selected Writings of Ella Shohat*, 77–82. Pluto Press, 2017.

Oct. 16 Discussion#5

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HOMECOMING

Week 10 – GLOBAL TOURISM

- Oct. 21** McCormick, Jared. “Hairy Chest, Will Travel: Tourism, Identity, and Sexuality in the Levant.” *Journal of Middle East Women’s Studies* 7, no. 3 (2011): 71–97.
- Oct. 23** Abramson, Yehonatan. “Making a Homeland, Constructing a Diaspora: The Case of Taglit-Birthright Israel.” *Political Geography* 58, no. 58 (2017): 14–23.
- Oct. 25** Discussion#6

Week 11 – GLOBAL RESISTANCE-I

- Oct. 28** Bayat, Asef. “Global Tahrir.” In *Global Middle East: Into the Twenty-First Century*, edited by Asef Bayat and Linda Herrera, 430–51. University of California Press, 2021.
- Oct. 30** Karakatsanis, Leonidas. “International Solidarity Perplexed: From the Certainties of Gezi Park to Post-Coup Complexities.” In *Erdoğan’s ‘New’ Turkey*, 176–99. Routledge, 2019.

Suggested Reading: Butler, Judith. “Foreword,” in *The Making of a Protest Movement in Turkey: #occupygezi*, ed. U. Ozkirimli (Springer, 2014), vii–xvi.

Suggested Reading: Navaro-Yashin, Yael. “Breaking Memory, Spoiling Memorization: The Taksim Protests in Istanbul,” *Society for Cultural Anthropology*, 2013.

- Nov. 1** Discussion#7

*Self-Reflection Memo#3 will be circulated on Nov 3.

Week 12 – GLOBAL RESISTANCE-II

- Nov. 4** Twaij, Ahmed. “The A-Word.” Kerning Cultures, 2021.
<https://www.ahmedtwaij.com/kerning-cultures/2021/3/26/the-a-word>
- Nov. 6** Moghaddam, Rezvan. “The Roots of the Revolutionary Women’s Movement in 2022 in Iran: Women, Life, Freedom.” *Journal of Middle East Women’s Studies* 20, no. 1 (2024): 132–40.
- Nov. 8** Discussion#8

Week 13 – GLOBAL RESISTANCE-III

Nov. 13 Klein, Ezra. “Watching the Protests from Israel.” The Ezra Klein Show, 2024.

Nov. 15 Discussion#9

Week 14 – GLOBAL CONFLICT

Nov. 18 Goshgarian, Rachel. “Erasure at Home, Erasure in the World: Armenian History in Turkey (and Beyond) and Non-Discourses on Modern Political Conflict.” *International Journal of Middle East Studies* 54, no. 3 (August 2022): 571–75.

Nov. 20 Mankoff, Jeffrey. “The Middle East and the Ukraine War: Between Fear and Opportunity.” *Middle East Policy* 31, no. 2 (2024): 47–66.

Nov. 22 Discussion#10

THANKSGIVING

Week 15 – FINAL WEEK

Dec. 2 Onur Games

Dec. 4 Take-Home Final Exam (Class does not meet in person)

Course Policies

Extra Credit: Three opportunities for extra credit (each worth 1-point towards the course grade) will be offered to the entire class throughout the semester. No individual extra credit opportunities can be provided privately.

Grading Policies: All [UF grading policies](#) are observed.

Academic Honor Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#)

Email Policy: Please include the course information in the subject line so I can better assist you. If your email includes a question, please allow up to 2 business days for a response.

Reading Materials: The materials in this course are selected not to be endorsed, but to be debated. This means that we will not passively “learn from” or “agree with” these materials. Rather, we will engage with them. We will develop a diverse array of agreements and criticisms vis-à-vis these materials in a respectful but lively intellectual environment.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with me and discuss their access needs as early as possible in the semester as accommodations cannot be applied retroactively.

Publication of Class Lecture: Publication of a class lecture without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

MIDTERM & FINAL ESSAY GRADING RUBRIC

	Excellent	Good	Fair	Poor	Very Poor
<p style="text-align: center;">Format Compliance</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=5</i></p>	<p>Assignment complies with all word-limit, citation, and bibliography requirements</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=5</i></p>	<p>Assignment mostly complies with word-limit, citation, and bibliography requirements</p> <p style="text-align: center;"><i>Midterm=4</i> <i>Final=4</i></p>	<p>Assignment partially complies with word-limit, citation, and bibliography requirements, with several errors</p> <p style="text-align: center;"><i>Midterm=3</i> <i>Final=3</i></p>	<p>Assignment complies with only one of the word-limit, citation, and bibliography requirements</p> <p style="text-align: center;"><i>Midterm=2</i> <i>Final=2</i></p>	<p>Assignment does not comply with any of the word-limit, citation, or bibliography requirements</p> <p style="text-align: center;"><i>Midterm=1</i> <i>Final=1</i></p>
<p style="text-align: center;">Reference to Course Readings</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment engages deeply with at least two course readings</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment engages with two course readings, but slightly superficially</p> <p style="text-align: center;"><i>Midterm=4</i> <i>Final=8</i></p>	<p>Assignment engages with two course readings, but superficially</p> <p style="text-align: center;"><i>Midterm=3</i> <i>Final=6</i></p>	<p>Assignment engages with one course reading</p> <p style="text-align: center;"><i>Midterm=2</i> <i>Final=3</i></p>	<p>Assignment does not engage with any course readings</p> <p style="text-align: center;"><i>Midterm=1</i> <i>Final=0</i></p>
<p style="text-align: center;">Quality of Writing</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment features well-structured, clear, and sophisticated writing</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment is well-structured and clear, but the writing may not be particularly sophisticated</p> <p style="text-align: center;"><i>Midterm=4</i> <i>Final=8</i></p>	<p>Assignment is somewhat clear and well-structured, but the writing is not particularly sophisticated or may have some errors</p> <p style="text-align: center;"><i>Midterm=3</i> <i>Final=6</i></p>	<p>Assignment is poorly structured and the writing is not clear or sophisticated</p> <p style="text-align: center;"><i>Midterm=2</i> <i>Final=3</i></p>	<p>Assignment is poorly structured, the writing is not clear or sophisticated, and there are numerous errors</p> <p style="text-align: center;"><i>Midterm=1</i> <i>Final=0</i></p>
<p style="text-align: center;">Argumentation</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment presents a clearly communicated convincing main argument</p> <p style="text-align: center;"><i>Midterm=5</i> <i>Final=10</i></p>	<p>Assignment presents a main argument that is mostly clear and convincing</p> <p style="text-align: center;"><i>Midterm=4</i> <i>Final=8</i></p>	<p>Assignment presents a main argument that is somewhat unclear or not fully convincing</p> <p style="text-align: center;"><i>Midterm=3</i> <i>Final=6</i></p>	<p>Assignment presents a main argument that is unclear or not convincing</p> <p style="text-align: center;"><i>Midterm=2</i> <i>Final=3</i></p>	<p>Assignment does not present a main argument</p> <p style="text-align: center;"><i>Midterm=1</i> <i>Final=0</i></p>