

ANTH 290B: ANTHROPOLOGY OF THE MIDDLE EAST AND NORTH AFRICA

FALL 2013 | TR 10:00-11:30AM | ASBURY 302

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Office: Asbury 205E

Open Office Hours: MW 1:30-3:30PM, and by appointment

OVERVIEW

This course is intended to serve as an introduction to a huge and unwieldy body of scholarship on a huge and unwieldy conceptual swath of the world. People in the West often find it convenient to use the term ‘the Middle East’ to summarize the thought, religion, and cultural practices of a massive number of people living across several continents and in very different circumstances. Such a vast collection of societies and communities cannot be addressed programmatically in a single course, but only thematically. We will therefore approach this material through thematic units designed to explore concepts important in the anthropological study of these places, rather than geographical terrain.

COURSE MATERIALS

You are expected to read all assignments in timely fashion; assignments are listed on the syllabus on the day by which they should be read. We will be reading six books: four ethnographies, and two histories intended to provide essential background knowledge. We will supplement the books with a number of articles. The books are:

Abu-Lughod, Lila. 1999. *Veiled Sentiments: Honor and poetry in a Bedouin society*. Updated edition. Berkeley: University of California Press.

Cleveland, William L., and Martin Bunton. 2013. *A History of the Modern Middle East*. Fifth edition. Boulder, CO: Westview Press.

Deeb, Lara. 2006. *An Enchanted Modern: Gender and Public Piety in Shi‘i Lebanon*. Princeton: Princeton University Press.

Esposito, John L. 2011. *Islam: The Straight Path*. Fourth edition. New York: Oxford University Press.

Meneley, Anne. 1996. *Tournaments of Value: Sociability and Hierarchy in a Yemeni Town*. Toronto: University of Toronto Press.

Özyürek, Esra. 2006. *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*. Durham, NC: Duke University Press.

All books will be available for purchase at the bookstore, and will also be on 3-hour reserves at ROW. All other readings will be placed on digital reserve at ROW.

EVALUATION AND ATTENDANCE

There will be five quizzes distributed through the semester, which will include multiple choice and short answer questions, and will test factual and theoretical knowledge gained in readings and discussions. There will also be six three-page papers designed to evaluate your comprehension of the concepts under study. Students often find that they are unused to both anthropological thinking and my grading standards; to remedy this dual challenge, you may drop the lowest paper score. I will assign and collect these papers entirely through Moodle, and will give you the prompts therein. All papers will be due on their respective dates at 5:00PM Eastern Time; the prompts will become available on Moodle exactly one week from when they are due.

Students are required to attend all class sessions; since the course is discussion-based, it is imperative that students do not miss class. We will present material only once, and I will not send notes or other materials on an individual basis; it should go without saying that class discussions cannot be replicated. Those students who miss a class session are still responsible for keeping up with the material presented. Each student is permitted to miss two class sessions without penalty, although these ‘freebies’ factor into the total absence count. Every absence thereafter will count directly against the participation component of the final grade. Any student who misses a total of more than eight class sessions (including the freebies) will automatically fail the course.

Active in-class participation is also a component of the course. I expect everyone to come to class prepared to discuss the readings knowledgeably, and those who demonstrate that they have come to class unprepared will lose points. I may sometimes call on you to hear your thoughts; do not be afraid to speak, and do not think I am trying to single you out or embarrass you.

Structure of the final grade:

Participation	10%
Quizzes (5 x 2%)	10%
Papers (5 x 16%)	80%

LATENESS POLICY

I do not accept any excuses for late work. Turning in written work late will drag you down very fast. Since you must submit all written work through Moodle, you will be unable to slide on deadlines. I will allow students to submit a paper up to 24 hours past the formal deadline. If you are forced to submit your paper to me past the stated deadline, I will deduct ten points from its grade. This policy does not apply to the last paper, which will not be accepted late at all, and will be marked as receiving no credit. Hard copies will not be accepted at all for any paper.

CHEATING AND ACADEMIC INTEGRITY

As a matter of academic integrity, no cheating or plagiarism will be tolerated. Plagiarism is not merely a violation of university policy, but is also fundamentally a form of cheating that circumvents the learning process. Proper citation practices are key to demonstrating that you can engage with other people's ideas as you build your own. All written work should follow the citation formats detailed on the style sheet that I will distribute to the class.

Academic integrity also requires that students do not attempt to gain unfair advantages over their peers, such as giving a false excuse for a make-up quiz. Such behavior will carry severe consequences, reflected in your grade or in recommendations to be suspended or expelled from the university. Please consult the long (if incomplete) list of questionable practices to avoid at: <http://www.depauw.edu/handbooks/academic/policies/integrity/>

COMPUTERS AND ELECTRONICA

I'll be frank here: I am dubious about the wisdom of using computers in classrooms, especially when people are supposed to engage with discussions. However, I recognize that many students now come to college acclimated to typing notes in class, and may even have the self-discipline not to zone out on Facebook, check their team's standing on ESPN, etc. As an experiment, I will allow the use of computers in class for note-taking purposes. If it becomes apparent to me that the computers are hindering the learning process more than helping, I will declare the experiment at an end and computers will be banned from that point on, unless I specifically tell you to bring them for a particular day.

The use of mobile phones is frowned upon during class, since they inevitably serve to distract the students using them, and often distract others around as well. Many of them also have the ability to record sound and therefore turn the class into a recording session, which circumvents the entire purpose of a discussion-oriented class. Please put such devices away for the duration of class. I will deduct five points from your participation grade for every day on which I see you ignoring this demand.

EXAMINATION POLICY

The use of mobile phones, PDAs, mp3 players, and any similar device is forbidden during all quizzes. Any student found using any form of electronic device during a quiz, cheating in any way, or talking with another student during the examination will have their paper confiscated, and they will be asked to leave without the possibility of taking a make-up quiz. Any quizzes so confiscated will be assigned a grade of zero.

EXCUSED ABSENCES

If you are unable to attend a quiz for good reason, you must provide me with appropriate documentation. Do not simply give me an excuse with no way to prove it. If you had a doctor's appointment, make sure to ask the doctor for a note – signed, dated, and on professional letterhead – confirming this fact. If you had to attend a family funeral, then bring the funeral program with you. Upon receiving this documentation, I will decide whether or not the excuse is valid. Documentation *does not* guarantee that I will grant a make-up. An excused absence from a quiz will require a make-up to be administered. You and I must agree on a time for this as soon as possible following the missed session; the quiz must be made up within two school days of the absence.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

“DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services, for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located in Harrison Hall, 302 A, [765-658-6267](tel:765-658-6267). It is the responsibility of the student to share the letter of accommodation with faculty and staff members.

Accommodations will not be implemented until the faculty or staff member has received the official letter.

Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

See also: <http://www.depauw.edu/handbooks/student-html/resources/disabilities/>

GOOD ADVICE:

Note well my open office hours. These are the times when my door is open and students may come to consult me with no prior appointment. If you cannot attend any of these hours due to other obligations, you are always welcome to email me to schedule an appointment at some other time. Much to my bafflement, some students seem to consider it a sign of weakness to ask for help. *I am here to help you!* If you are having trouble grasping the material even after we discuss it in class, do not wait until you have racked up half a semester’s worth of low grades to seek me out. Come talk to me, and I will do my best to clarify any class material puzzling you.

COURSE CALENDAR

Thursday, August 29 – Syllabus review. Covering some basics of anthropology.

Tuesday, September 3 – More basics of anthropology. Some basics of the Middle East.

Esposito Ch. 1: Founding of Islam

Cleveland/Bunton pp. 1-17, 23-29: Founding of Islam and spread of Islamic empires

Esposito Ch. 2: Early Islam and Sunni-Shi’a split

Esposito pp. 92-124: Sunni Islamic jurisprudence and Five Pillars

Unit 1: Language, expressive culture, and nationalisms

Thursday, September 5

Cleveland/Bunton pp. 75-101, 137-159: Colonialism and origins of contemporary political borders

Ferguson, C.A. 1971. “Diglossia.” In *Language Structure and Language Use: Essays by Charles A. Ferguson*, ed. A.S. Dil, 1–26. Stanford, CA: Stanford University Press. (Reserves)

Haeri, Niloufar. 2003. *Sacred Language, Ordinary People: Dilemmas of Culture and Politics in Egypt*. New York: Palgrave Macmillan. Pp. 1-24, 113-141. (Reserves)

Tuesday, September 10

Racy, Ali Jihad. 2003. *Making music in the Arab world: The culture and artistry of tarab*. Cambridge: Cambridge University Press. Pp. 31-42, 86-103, 147-159. (Reserves)

Thursday, September 12

Esposito pp. 124-134: Sufism

Shannon, Jonathan H. 2003. “Emotion, Performance, and Temporality in Arab Music: Reflections on Tarab.” *Cultural Anthropology* 18 (1): 72–98. (Reserves)

Quiz 1 today

Friday, September 13

Paper 1 due today

Tuesday, September 17

In-class viewing: Goldman, Michal. 1996. *Umm Kulthum: A Voice Like Egypt*.

Unit 2: Religion and secularism in politics

Thursday, September 19

Esposito pp. 168-184: 20th-century Islamism, esp. Muslim Brotherhood
Mahmood, Saba. 2001. "Feminist Theory, Embodiment and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202–236. (Reserves)

Quiz 2 today

Tuesday, September 24

Esposito pp. 134-139: Shi'i Islamic jurisprudence and religious practice
Esposito pp. 215-221: Shi'a Islam in Lebanon and the creation of Hizbullah
Cleveland/Bunton pp. 202-214: Creation of Lebanon and its confessional political system
Cleveland/Bunton pp. 386-388: Creation of Hizbullah
Cleveland/Bunton pp. 500-503: Hizbullah's rise in Lebanese politics

Thursday, September 26

Deeb pp. 1-66

Friday, September 27

Paper #2 due today

Tuesday, October 1

Deeb pp. 67-128

Thursday, October 3

Deeb pp. 129-203

Quiz 3 today

Tuesday, October 8

Deeb pp. 204-232

Thursday, October 10

Cleveland/Bunton pp. 162-171: Mustafa Kemal Ataturk and the creation of the Turkish Republic
Cleveland/Bunton pp. 487-494: The rise of AKP in Turkey
Özyürek pp. 1-64

Tuesday, October 15

Özyürek pp. 65-124

Thursday, October 17

Özyürek pp. 125-182

Quiz 4 today

Friday, October 18

Paper 3 due today

October 19-27 - **Fall Break!**

Unit 3: Gender, class, and Islam

Tuesday, October 29

Mir-Hosseini, Ziba. 2006. "Muslim Women's Quest for Equality: Between Islamic Law and Feminism." *Critical Inquiry* 32 (4): 629–645. (Reserves)

Najmabadi, Afsaneh. 2000. "(Un)Veiling Feminism." *Social Text* 64 18(3): 29–45. (Reserves)

Thursday, October 31

Cleveland/Bunton pp. 393-402: Yemen and its political environs

Meneley pp. ix-59

Tuesday, November 5

Meneley pp. 60-98

Thursday, November 7

Meneley pp. 141-194

Friday, November 8

Paper 4 due today

Tuesday, November 12

Meneley pp. 99-140

Quiz 5 today

Thursday, November 14 - Class discussion on Moodle forum, rather than in class

NB: Prof. Gilman will be out of town for the next four class sessions. Instead of attending class 'in the flesh', you must participate in the Moodle forum set up for this purpose. Everyone should post two *meaningful* questions about each day's readings by 10:00AM on the class day. (I.e. don't ask "What does this word mean?") I expect all of you then to conduct a respectful, engaged discussion/debate with each other about the ideas that you all raise and that you have encountered in the readings. Doing so counts toward your participation grade, as well as helps you to think through ideas for your upcoming paper.

Aixelà, Yolanda. 2010. "Female Circumcision in Egypt. A Critical Approach." *The Scientific Journal of Humanistic Studies* 2 (2): 1–12. (Reserves)

Gordon, Daniel. 1991. "Female Circumcision and Genital Operations in Egypt and the Sudan: A Dilemma for Medical Anthropology." *Medical Anthropology Quarterly* 5 (1): 3–14. (Reserves)

Tuesday, November 19 - Class discussion on Moodle forum, rather than in class

Obermeyer, Carla Makhlof. 1999. "Female Genital Surgeries: The Known, the Unknown, and the Unknowable." *Medical Anthropology Quarterly* 13 (1): 79–106. (Reserves)

Mackie, Gerry. 2003. "Female Genital Cutting: A Harmless Practice?" *Medical Anthropology Quarterly* 17 (2): 135–158. (Reserves)

Obermeyer, Carla Makhlof. 2003. "The Health Consequences of Female Circumcision: Science, Advocacy, and Standards of Evidence." *Medical Anthropology Quarterly* 17 (3): 394–412. (Reserves)

Thursday, November 21 - Class discussion on Moodle forum, rather than in class

Moruzzi, Norma Claire. 2005. "Cutting through Culture: The Feminist Discourse on Female Circumcision." *Critique: Critical Middle Eastern Studies* 14 (2): 203–220. (Reserves)

Wade, Lisa. 2012. "Learning from 'Female Genital Mutilation': Lessons from 30 Years of Academic Discourse." *Ethnicities* 12 (1): 26–49. (Reserves)

Tuesday, November 26

No class today, but:
Paper 5 due today

Tuesday, December 3

Abu-Lughod pp. xi-77

Thursday, December 5

Abu-Lughod pp. 78-134

Tuesday, December 10

Abu-Lughod pp. 134-207

Thursday, December 12

Abu-Lughod pp. 208-259

Wednesday, December 18

Paper 6 due today (in lieu of final exam)