

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Thomas Goodrich Phone 2284
- (X) Writing Workshop? (If not at IUP, where? when? _____)
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Thomas D. Goodrich

Department Chairperson Neil B. Coleman

College Dean Robert Dodge

Director of Liberal Studies Chad DeShazo

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

1.

WRITING INTENSIVE

An Application for a Designation as a Course with an Emphasis on Writing for History of the Modern Middle East (HI331)

1. The course, History of the Modern Middle East (HI 331) has always had a considerable amount of and a variety of writing as part of the course requirements. I shall continue to require these writing assignments, and, as a result of completing the writing workshop under the direction of Barbara Walvoord and of reading her Helping Students Write Well, I shall develop more suitable writing exercises.
2. In the fall of 1990 I completed an approved writing workshop.
3. Attached is a syllabus for the Spring of 1992, though there may be a change in the required reading and alteration in the Calendar of Coming Events.

WRITING INTENSIVE PROPOSAL
TYPE III

HI 331 HISTORY OF THE MODERN MIDDLE EAST
THOMAS D. GOODRICH

The course is the second half of a two-semester course on the history of the Middle East during the Islamic Period. It is offered every spring semester and possibly in the summer. The students in the class are mostly seniors and juniors, with an occasional sophomore. The students major in many disciplines, but tend to be in History, in Political Science, or in International Studies. If those in International Studies have a concentration in the area of the Middle East, the course satisfies a requirement. It also satisfies a requirement for those with a minor in Asian Studies.

Types of Writing in the Course

1. The most common type of writing is the NOTE-TAKING that occurs in the class, either from lectures or from other types of information presented: film, slides, and video. In this process the students should come to realize that there is some organization in the presentation, that there should be some relationship to other things that are known, and that there are aspects to consider through discussion and through further study. I do not monitor or grade the note-taking, though I make suggestions ^{about} developing a glossary for the course and in developing material for the essays for tests. (ungraded, 0% of the grade) ✓
2. There is one BOOK REPORT required near the start of the course. The students are to compare the life depicted in Fernea's Guests of the Sheik with the life they know. The major writing skill exercised is that of organization, but my major goal is to have the students recognize another way of life, one that makes sense to those living it. It is more anthropological than historical in approach. It makes a useful basis for discussion in class. (700-1000 words; 10% of the final grade)
3. Each student selects a book to review that should be useful in the term paper that is later prepared. My intentions in the BOOK REVIEW are for the students to determine a theme and a thesis, to analyze various aspects of the book, and to evaluate each aspect on the basis of how well it supports the theme and thesis. (Students have learned for over a decade to understand what they are reading. I believe that they are ready to go beyond understanding to begin analyzing and evaluating.) After commenting on the first review, I shall go over the material individually and have it redone if necessary. (700-1000 words, 10% of the grade)

4. There are two ESSAY TESTS during the semester. The major essay topics are distributed in the syllabus. These encourage the students to see themes in the material of the course, that is, to see the shape of the forest whose trees we wander through for over three months. Such essays require knowledge, interpretation, and an organization in which to put the knowledge and interpretation. The short-answer problems are of great variety, generally probing at specific knowledge and relationships. (The writing varies considerably in length from international students writing a few hundred words to verbal Americans writing over one bluebook. Each test is 20% of the grade.)
5. In the second half of the semester we approach a book chapter by chapter. The author has not written an historical narrative but a rather complex analysis of a contemporary situation. The writing of the students for this is a BOOK OUTLINE, chapter by chapter, which is submitted, not for correction or for grading, and then the chapter is discussed for comprehension. The students are forced into understanding the organization of a book. We can then discuss the contents and whether there is an alternative organization, even a preferable one. We can also then analyze other aspects of the argument presented by the author, this done both in class and in the final. (ungraded, 0% of the grade)
6. The RESEARCH PAPER is on a topic that is mutually agreed upon. It is generally on a topic in the past half century, though it may go back two centuries. The student should learn how to develop the problem and the questions to solve, to develop a bibliography that probes the resources of the IUP library, to locate and read the pertinent material, to select and to organize information appropriate to the problem and questions, and to write acceptable formal prose. In class I present the major bibliographic tools in the field, and we discuss kinds of topics. I give suggestions in reading and in note taking. Problems of a general nature may be raised by the students. I offer individual help in determining the topic, in developing a bibliography, in organizing an outline. I encourage students to share information in and out of class, but need to develop techniques to have them write as if for the general public rather than just for the instructor. (Penn State has an annual gathering for undergraduates in Middle East Studies to share their interests and papers. It would be nice if even one student wanted to attend it.) (2000-2500 words, 20% of the grade)

HISTORY OF THE MODERN MIDDLE EAST History 331 Spring AH 1412/CE 1992

Thomas D. Goodrich

Office: Keith 226
Telephone: 2298 or 2284
Office Hours: MWF
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or by appointment

OBJECTIVES OF THE COURSE:

1. to learn something about a cultural area different from our own --
Area Studies: the Middle East;
2. to comprehend some aspects of change and their causes --
History: the Middle East since 1800;
3. to consider some of the problems of the area today --
Social Studies: Current Events in the Middle East;
4. to investigate aspects of particular interest to yourself --
Independent Study: Research on the Middle East;
5. to develop ways to learn about another cultural area by yourself--
Methodology: the Middle East as a case study.
6. to grow in ability to learn, think, talk, and write.

BOOKS ORDERED FOR THE COURSE:

Arthur Goldschmidt, Jr., A Concise History of the Middle East (1991)
 Elizabeth W. Fernea, Guests of the Sheik: an ethnography of an Iraqi village (1965)
 Alan R. Taylor, The Islamic Question in Middle East Politics (1988)
SUBSCRIPTION to the Christian Science Monitor, or the New York Times

EXERCISES

- | | |
|-----|---|
| 10% | 1. Map #1, Map #2, Map #3, Map #4 & Map #5. |
| 10% | 2. Report on Fernea, <u>Guests of the Sheik</u> . |
| 20% | 3. "Bluebook" midterm |
| 10% | 4. Book review |
| 20% | 5. Short paper of 8 - 10 pages on a contemporary issue, mutually agreed to by the student and the instructor. |
| 20% | 6. "Bluebook" final. |
| 10% | Participation |

Tentative Schedule of Coming Events

- January 23 - February 1 Physical and Human Continuities in the Region
 February 4 - Islam the Religion
 February 8 - Fernea, Guests of the Sheikh. Report due. Discussion.
 February 11-March 4 Chronological Development in the Middle East
 Read Goldschmidt, Short History
 March 6 - MIDTERM ("blue book")
 MIDTERM BREAK (Hooray!)
 March 18 Social developments in the Middle East. We shall discuss the
 essay topics for the final.
 20 "The Veiled Revolution"
 *By this day, we shall mutually agree upon your topic.
 We shall also find a book useful on the topic to read for a book
 review.
 22 Social and urban developments in the Middle East
 March 25 Economic Developments in the Middle East
 27 Economic Developments and Petroleum
 29 "Saints and Spirits."
 Book review is due.
 April 2 Discussion of Taylor's book.
 *Read the Preface and Chapter 1; List the objectives of the book
 and outline the first chapter.
 3 *Taylor, chapters 2 & 3. Outline the two chapters.
 5 I shall meet with you individually to review your initial
 bibliography for the paper.
 I shall return the book review with comments.
 April 8 *Taylor, chapters 4 & 5. Outline the two chapters.
 10 *Final discussion and outline of Taylor.
 12 "Yol" (First Turkish movie to win at Cannes)
 April 15 *Book review revisions are due. "Yol."
 17 Turkey and "Yol"
 19 *I shall meet with you individually to review your outline for
 the paper and your final bibliography.
 April 22-29 Assorted topics to be determined in class.
 May 1 ***Presentation of results of your research. Papers are due at
 the start of class.
 3
 May 6 Last roundup

Calendar of your responsibilities

- January 28 Map #1
 February 4 Map #2
 February 8 Report on Fernea
 February 11 Map #3
 February 18 Map #4
 March 6 Midterm
 March 20 Deadline for determining topic of your paper and a book to
 review
 March 25 Map #5
 March 29 Book Review is due
 April 5 Initial bibliography for the paper
 April 15 Book Review revisions are due
 April 19 Outline of the paper and final bibliography
 May 1 Paper
 May 16 FINAL EXAM Thursday at 8 a.m.

ASSIGNMENTS

MAPS The instructions are with the syllabus. You select the map outline or outlines to use. You may use more than one map for an exercise.

WRITTEN MATERIAL Anything written prepared outside of class and submitted to me is to be formal and typed. I tend to be rather conservative about style and form. (Assume all instructors are like this, unless they indicate otherwise.) You may use any guide to style and form that you wish, but for the paper, indicate in the bibliography which one you use.

FERNEA Write 700-1000 words on those aspects of life as portrayed in the book that struck you in some way. A wide variety of topics can be developed, but you cannot do all of them; PERISTAS can give ideas, and as subtopics of those might be: food, climate, attitudes towards clothing, children and the elderly, gender issues, recreation, and so forth. (Do not limit yourself to comments on the first hundred pages.) This is quite an open-ended exercise seeking reactions.

MIDTERM It will be a "bluebook" test with short and long essays with options. For short essays: vocabulary, people, events, and quotations.

For the ONE long essay the two possible topics are:

- A. Forces for change and forces of resistance to change in the Islamic Middle East during the period of the course, 1800-present.
- B. Interrelationships between the Islamic Middle East and the World outside it: The Dar ul-Islam and the Dar ul-Harb.

You prepare the essay for the test all the time. Keep a page in your notebook for thoughts during the semester. There might be something during each period as well as in every chapter you read that could be useful. As the test draws near, develop an outline that will argue your ideas and utilize the information you have collected.

Book Review The idea of a book review of 700-1000 words is to indicate that you understand what you are reading and also that you can go one step more and think about what you are reading. There are many aspects that the reader can consider, but rarely is it necessary to consider them all. There is no rigid pattern to either topic or order of topic. You need to identify the theme and the thesis of the book. Then analyze various aspects and evaluate each on the basis of what the author is trying to accomplish.

I shall review your reviews and return them to be corrected if necessary. It would be wise to write your review on a word processor for easy revisions.

RESEARCH PAPER This will be a paper of 2000-2500, that is 8-10 pages. It will be a subject of your choosing and my agreeing to. It will require fairly extensive use of the resources in the IUP library, and may need to use those materials that I have that the library does not have. It must deal with an issue of the period of the course (1800-1992), but might best deal with the more recent period since 1945. Citations may go at the foot of the page as Footnotes or they may go after the text of your paper as Endnotes or they may be inserted according to some standard system. As a part of your bibliography, include the style and form guide that you use.

The purpose of this is for you to explore an issue that you are interested in and to demonstrate to yourself and to the instructor that you can create a problem to explore, investigate, learn, organize and present information that will persuade the reader of its validity.

FINAL It will be similar to the midterm.

Essay topics for the final to chose from:

- A. Review the talk that I gave at UPJ on January 17, 1991, adding aspects that I did not address but are pertinent to the topic.
- B. You are preparing some Americans to go work and live in a country in the Middle East, whether for the government, a company, a mission society, or something else. Write out what you should tell them.
- C. Write an essay on the strengths and weaknesses of Islam as a force for future development of the Middle East in our contemporary world.