



Stockholm
University

Department of Asian, Middle Eastern and Turkish Studies

Middle Eastern Studies:
Debating a Discipline
Second cycle, 7.5 credits
Autumn semester 2019

Contact information

Staff

Professor

Elie Wardini
Phone: 08-16 23 23
elie.wardini@su.se

Professor

Hans-Ingvar Roth
Phone: 08-16 39 70
hansi.roth@su.se

Professor

Jenny White
Phone: 08-16 21 99
jenny.white@su.se

Affiliated professor

Noha Mellor
noha.mellor@su.se

Senior lecturer

Astrid Ottosson al-Bitar
Phone: 08-16 15 31
astrid.ottosson_al-bitar@su.se

Senior lecturer

Tania al Saadi
Phone: 08-16 20 41
tania.al.saadi@su.se

Senior lecturer

Isa Blumi
Phone: 08-16 25 12
isa.blumi@su.se

Lecturer

Samim Elias
Phone: 08-16 13 95
samim.elias@su.se

Doctoral Student

Erik Sundblad
Phone: 08-16 28 99
erik.sundblad@su.se

Teaching assistant

Mary Zaia
Phone: 08-16 20 79
mary.zaia@su.se

The Department

Visiting Address

Kräftriket, building 4
(Roslagsvägen 101:4)
Stockholm

Postal Address

Department of Asian, Middle
Eastern and Turkish Studies
Stockholm University
106 91 Stockholm

Student Office

Visiting address: Kräftriket 4a
Phone: 08-16 10 35
Fax: 08-16 88 10
exp.asien@su.se

Website

www.su.se/asia/english

Head of Department

Alberto Tiscornia
Phone: 08-16 49 29
alberto.tiscornia@su.se

Director of Studies

Martin Säfström
Phone: 08-16 29 43
martin.safstrom@su.se



Kursplan

för kurs på avancerad nivå

Mellanösternstudier: En disciplinär debatt

7.5 Högskolepoäng

Middle Eastern Studies: Debating a Discipline

7.5 ECTS credits

Kurskod:	ABMMES
Gäller från:	HT 2019
Fastställt:	2016-04-13
Ändrad:	2019-03-13
Institution	Institutionen för Asien- Mellanöstern- och Turkietstudier

Huvudområde:	Mellanösterns språk och kulturer
Fördjupning:	A1N - Avancerad nivå, har endast kurs/er på grundnivå som förkunskapskrav

Beslut

Kursplanen är inrättad av Humanistiska fakultetsnämnden 2016-04-13 och fastställd av institutionsstyrelsen vid Institutionen för Asien-, Mellanöstern- och Turkietstudier 2016-04-13. Kursplanen är senast reviderad av institutionsstyrelsen vid Institutionen för Asien-, Mellanöstern- och Turkietstudier 2019-03-13.

Förkunskapskrav och andra villkor för tillträde till kursen

Kandidatexamen inom humaniora, samhällsvetenskap eller juridik, samt Engelska B/Engelska 6.

Kursens uppläggning

Provkod	Benämning	Högskolepoäng
AB01	Mellanösternstudier: En disciplinär debatt	7.5

Kursens innehåll

Denna kurs ger en introduktion till Mellanösternstudier som tvärvetenskaplig praktik, genom att belysa ämnets historiska utveckling och relation till andra områdesstudier inom humaniora och samhällsvetenskap, samt de historiska sambanden mellan fältet och andra akademiska discipliner och teoretiska perspektiv, såsom antropologi och postkolonial teori.

Kursen belyser även samtida debatter inom fältet, med särskilt fokus på historiografiska och metodologiska diskussioner. Ett underliggande syftet med kursen att undersöka i vilken utsträckning västerländska samhällsvetenskapliga teorier och narrativ om västerländsk modernitet är lämpliga för studiet av icke-västerländska samhällen, genom att undersöka ett brett spektrum av de historiografiska traditioner, teoretiska paradigmer, och metodologiska debatter som hittills format Mellanösternstudier. Kursen kommer i anslutning till detta även att beröra ämnen som fundamentalism, sekularism, modernitet, patrimonialism, maktfullkomlighet, och transition till demokrati.

Förväntade studieresultat

Efter genomgången kurs ska studenten kunna:

- Visa fördjupad kunskap om Mellanösternstudier som vetenskaplig praktik.
- Visa fördjupad kunskap om ämnets historiska utveckling
- Visa fördjupad kunskap om nutida debatter inom och kring Mellanösternstudier som vetenskaplig praktik.
- Visa förmåga att på ett kritiskt och självständigt sätt reflektera kring västerländska samhällsvetenskapliga teorier och narrativ om västerländsk modernitet i förhållande till studiet av Mellanöstern som region.

Undervisning

Undervisningen består av föreläsningar och seminarier.

Undervisningen sker på engelska.

All undervisning är obligatorisk.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

Kunskapskontroll och examination

a. Kursen examineras genom två skriftliga inlämningsuppgifter.

b. Betygssättning sker enligt en målrelaterad sjugradig betygsskala: A = Utmärkt, B = Mycket bra, C = Bra, D = Tillfredsställande, E = Tillräckligt, Fx = Otillräckligt, F = Helt otillräckligt.

c. De skriftliga betygskriterierna meddelas studenterna vid kursstart. Meddelade målrelaterade betygskriterier är bindande.

d. För att få godkänt slutbetyg på kursen krävs lägst betyget E på de två inlämningsuppgifterna.

För inlämningsuppgifterna gäller att studenter som lämnar in dessa senare än vid det ordinarie inlämningstillfället endast kan erhålla betyg C-F på den sent inlämnade uppgiften.

Om särskilda skäl föreligger kan examinator efter samråd med ansvarig lärare medge den studerande befrielse från skyldigheten att delta i viss obligatorisk undervisning. Studenten kan då åläggas en kompensationsuppgift.

e. För varje kurstillfälle ska minst två examinationstillfällen finnas under aktuell termin. Minst ett examinationstillfälle ska dessutom erbjudas den termin eller det år som kurstillfälle saknas.

Studerande som fått betyget Fx eller F på prov två gånger i rad av en och samma examinator har rätt att få annan examinator utsedd vid nästkommande prov, om inte särskilda skäl talar emot det. Framställan om detta ska göras till institutionsstyrelsen.

Studerande som fått lägst betyget E på prov får inte genomgå förnyat prov för högre betyg.

f. Möjlighet till komplettering av betyg Fx upp till godkänt betyg ges inte på denna kurs.

Övergångsbestämmelser

När kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

Begränsningar

Kursen får inte tillgodoräknas i examen samtidigt med sådan inom eller utom landet genomgången och godkänd kurs, vars innehåll helt eller delvis överensstämmer med innehållet i kursen.

Kurslitteratur

För aktuell kurslitteratur hänvisas till institutionens hemsida.

Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

Syllabus

for course at advanced level

Middle Eastern Studies: Debating a Discipline
Mellanösternstudier: En disciplinär debatt

**7.5 Higher Education
Credits**
7.5 ECTS credits

Course code:	ABMMES
Valid from:	Autumn 2019
Date of approval:	2016-04-13
Changed:	2019-03-13
Department	Department of Asian, Middle Eastern and Turkish Studies
Main field:	Mellanösterns språk och kulturer
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

This syllabus was developed by the Faculty Board of Humanities 2016-04-13 and adopted by the Board of the Department 2016-04-13.

Prerequisites and special admittance requirements

Bachelor's degree in humanities, social sciences or law and English B/English 6.

Course structure

Examination code	Name	Higher Education Credits
AB01	Middle Eastern Studies: Debating a Discipline	7.5

Course content

This course provides an introduction to Middle Eastern studies as an interdisciplinary practice, by highlighting the historical development of the field and its relation to other area studies in the humanities and social sciences, as well as the historical links between the field and other academic disciplines and theoretical perspectives, such as anthropology and postcolonial theory. The course also highlights contemporary debates within the field, with particular focus on historiographical and methodological discussions. The underlying aim of the course is to examine the extent to which Western social science theories and narratives of Western modernity are suitable for the study of non-Western societies, by examining a wide range of historiographical traditions, theoretical paradigms and methodological debates that so far has shaped Middle Eastern Studies. In connection to this the course will also deal with topics such as fundamentalism, secularism, modernity, patrimonialism, authoritarianism, and transition to democracy.

Learning outcomes

In order to pass the course, students are expected to be able to:

- Show in-depth knowledge about Middle Eastern studies as an academic field
- Show in-depth knowledge about the historical development of the field
- Show in-depth knowledge about current debates within and about Middle Eastern studies as an academic field
- Show ability to, in a critical and independent way, reflect on Western social science theories and the narrative of Western modernity in relation to the study of the Middle East as a region.

Education

Instruction is given in the form of lectures and seminars. The language of instruction is English. Attendance at

all teaching sessions is obligatory.

For more detailed information, please refer to the course description. The course description will be made available at least one month before the course starts.

Forms of examination

- a) The course is examined on the basis of a seminar assignments and written assignments.
- b) Grades will be set according to a seven point scale related to the learning objectives of the course:
A = Excellent
B= Very good
C = Good
D = Satisfactory
E = Adequate
Fx = Inadequate
F = Totally Inadequate.
- c) Students will be informed of the written grading criteria when the course starts. Once set, the grading criteria related to the learning objectives of the course are binding.
- d) In order to pass the course, students must receive a grade of E or higher, alternatively a passed grade, on all examination assignments and meet the attendance requirement of 80%. Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory course elements. The student can then be assigned a compensatory assignment.
- e) At least two examination opportunities should be offered for each course. At least one examination opportunity should be offered during a semester when the course is not given. Students who receive the grade Fx or F twice by the same examiner are entitled to have another examiner appointed for the next examination, unless there are special reasons to the contrary. Such requests should be made to the department board. Students who receive the grade E or higher may not retake the examination to attain a higher grade. Students who receive the grade E or higher may not retake the examination to attain a higher grade.
- f. This course does not include any opportunities to complete a supplementary assignment in order to convert the grade Fx into a passing grade.

Interim

When the syllabus is discontinued, students have the right to be examined according to this syllabus once per semester during a transition period of three semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

For up-to-date information about required reading, please refer to the department website at www.su.se/asia. The current reading list will be made available at least two months before the course starts.

Middle Eastern Studies: Debating a Discipline, 7.5 credits

Teacher

Isa Blumi [isa.blumi@su.se]

Phone: 08-16 25 12

Course contents

This seminar introduces students to the interdisciplinary field of Middle Eastern (and Islamic) Studies in the broader context of the history of area studies in the humanities and social sciences. Why and when did the Middle East become an area of study? What are the approaches and topics that have shaped the development of this field? And what are the political, ethical, and socio-economic implications of contending visions for its future? The readings sample canonical and alternative works and classes may feature occasional guest lectures by leading scholars who research and write on this region.

Course requirements

Attendance is mandatory.

Learning outcomes

In order to pass the course, students are expected to be able to:

- show in-depth knowledge about Middle Eastern studies as an academic field
- show in-depth knowledge about the historical development of the field
- show in-depth knowledge about current debates within and about Middle Eastern studies as an academic field
- show ability to, in a critical and independent way, reflect on Western social science theories and the narrative of Western modernity in relation to the study of the Middle East as a region.

Teaching and examination

Readings assigned for each week should be done prior to attending each class.

Each class will consist of an introductory lecture (45 minutes), a break (15 minutes) and general discussion about the assigned readings. Students

are expected to introduce and lead the discussions by way of critical presentations on the week's readings. The intention is to demonstrate the student's general understanding of the material and ability to put into larger academic context the underlining arguments made by the author(s). The exact way that this will be organized depends on the participants and their number but every student will be required to demonstrate having read the material every session. Those students wishing to score the highest points should aim to lead the rest of the participants to engage in debate around the quality of analysis and how they fit in the larger scholarship in Middle Eastern Studies.

The student's performance in the course is examined by her/his ability to actively participate in these discussions. For two separate weeks, each student will submit a one-page summary of the discussions of the previous week/session. In this summary, the student must highlight the general conclusions of the discussions and share several points that proved most interesting (or frustrating) about the readings. While students do not have to demonstrate a close reading of every assigned article, in these written reflections the student must prove they have read and considered all the assigned readings for that session. Each student is also expected to volunteer to read more closely one of the assigned readings each session and present a short five-minute introduction of the reading. In the process, they are also expected to compose several questions to help begin the discussions. Those students unable/or unwilling to perform in class may elect alternatively to write a critical 5-page analysis (double-spaced) of Amira Mittermaier's latest book, *Giving to God*. If students elect this option, they must consult with the instructor first. Those students choosing this option should compare and contrast the different approaches the author uses to introduce a new ethnographic approach to analyzing change in Egypt and thus, by implication in the larger Middle East. The grading will be based on the in-class participation and the written assignments. But to pass, the student must attend all the lessons and actively participate in the seminars.

Formalia

About 10 pages (12p. 1.5 spacing), 2x.

Grading criteria

A The student has shown a very good ability to, independently and in a critical way, analyse relevant examples of regional studies and theoretical and methodological standpoints in relation to these, with a special focus on assigned materials that deal with developments in the Middle East and North Africa.

The student has shown a very good knowledge of the distinctive aspects of studies covering different themes in Middle Eastern Studies and has demonstrated a very good ability to, independently and critically, relate to the methodological concerns relevant for the study of the region.

The student has demonstrated a very good knowledge of how the most common social scientific methods are applied in the study of the region's history as well as the challenges this can entail and about the current discussions around the value of knowledge of language, history and culture as a basis of regional studies.

- B** The student has shown a good ability to, independently and in a critical way, analyse relevant examples of regional studies and theoretical and methodological standpoints in relation to these, with a special focus on assigned materials that deal with developments in the Middle East and North Africa.

The student has shown a good knowledge of the distinctive aspects of studies covering different themes in Middle Eastern Studies and has demonstrated a very good ability to, independently and critically, relate to the methodological concerns relevant for the study of the region.

The student has demonstrated a good knowledge of how the most common social scientific methods are applied in the study of the region's history as well as the challenges this can entail and about the current discussions around the value of knowledge of language, history and culture as a basis of regional studies.

- C** The student has shown an ability to, independently and in a critical way, analyse relevant examples of regional studies and theoretical and methodological standpoints in relation to these, with a special focus on assigned materials that deal with developments in the Middle East and North Africa.

The student has shown knowledge of the distinctive aspects of studies covering different themes in Middle Eastern Studies and has demonstrated a very good ability to, independently and critically, relate to the methodological concerns relevant for the study of the region.

The student has demonstrated knowledge of how the most common social scientific methods are applied in the study of the region's history as well as the challenges this can entail and about the

current discussions around the value of knowledge of language, history and culture as a basis of regional studies.

- D** The student has shown an ability to, independently and in a critical way, analyse relevant examples of regional studies and theoretical and methodological standpoints in relation to these, with a special focus on assigned materials that deal with developments in the Middle East and North Africa.

The student has shown knowledge of the distinctive aspects of studies covering different themes in Middle Eastern Studies and has demonstrated a very good ability to, independently and critically, relate to the methodological concerns relevant for the study of the region.

The student has demonstrated knowledge of how the most common social scientific methods are applied in the study of the region's history as well as the challenges this can entail and about the current discussions around the value of knowledge of language, history and culture as a basis of regional studies.

The student fulfils the criteria above, but in a somewhat superficial way and/or with some minor flaws as to his or her ability to work independently and/or in a critical way.

- E** The student has shown an ability to, independently and in a critical way, analyse relevant examples of regional studies and theoretical and methodological standpoints in relation to these, with a special focus on assigned materials that deal with developments in the Middle East and North Africa.

The student has shown knowledge of the distinctive aspects of studies covering different themes in Middle Eastern Studies and has demonstrated a very good ability to, independently and critically, relate to the methodological concerns relevant for the study of the region.

The student has demonstrated knowledge of how the most common social scientific methods are applied in the study of the region's history as well as the challenges this can entail and about the current discussions around the value of knowledge of language, history and culture as a basis of regional studies.

The student has fulfilled the criteria above, but in a somewhat

superficial way and/or with some minor flaws as to his or her ability to work independently and/or in a critical way. The student has fulfilled the criteria with some smaller misconceptions.

Fx The student has not fulfilled some of the criteria for a passed grade.

F The student has not fulfilled the criteria for a passed grade.

Neither of the grades Fx and F include any opportunity to complete a supplementary assignment in order to convert the grade into a passing grade.

Course literature

Book

- Mittermaier, Amira. *Giving to God: Islamic Charity in Revolutionary Times*. Univ of California Press, 2019.

Articles

- Alloul, Houssine, and Roel Markey. "“PLEASE DENY THESE MANIFESTLY FALSE REPORTS”: OTTOMAN DIPLOMATS AND THE PRESS IN BELGIUM (1850–1914)." *International Journal of Middle East Studies* 48, no. 2 (2016): 267-292.
- Alloul, Jaafar. "Signs of visual resistance in palestine: Unsettling the settler-colonial matrix." *Middle East Critique* 25, no. 1 (2016): 23-44.
- Clarke, Morgan. "The judge as tragic hero: Judicial ethics in Lebanon's shari'a courts." *American Ethnologist* 39, no. 1 (2012): 106-121.
- De Jong, Fred. "On Peter Gran, Islamic Roots of Capitalism: Egypt, 1760–1840." *International Journal of Middle East Studies* 14, no. 3 (1982): 381-399.
- Fahmy, Khaled. "The police and the people in nineteenth-century Egypt." *Welt Des Islams* 39 (1999): 340-377.
- Fratantuono, Ella. "Producing Ottomans: Internal Colonization and Social Engineering in Ottoman Immigrant Settlement." *Journal of Genocide Research* 21, no. 1 (2019): 1-24.
- Gill, Denise. "Listening, Muhabbet, and the Practice of Masculinity." *Ethnomusicology* 62, no. 2 (2018): 171-205.
- Gratien, Chris. "The Ottoman Quagmire: malaria, swamps, and settlement in the late Ottoman Mediterranean." *International Journal of Middle East Studies* 49, no. 4 (2017): 583-604.
- Halliday, Fred. "9/11 and Middle Eastern Studies past and future: revisiting Ivory towers on sand." *International Affairs* 80, no. 5 (2004): 953-962.
- Hamed-Troyansky, Vladimir. "Circassian Refugees and the Making of Amman, 1878–1914." *International Journal of Middle East Studies* 49, no. 4 (2017): 605-623.

- Lockman, Zachary. "Introduction," in *Contending Visions of the Middle East: The History and Politics of Orientalism*. (Cambridge University Press, 2004): 1-37.
- Mahmood, Saba. "Secularism and religious difference in the Middle East: in search of a critical global genealogy." *New Perspectives on Turkey* 54 (2016): 131-140.
- Makdisi, Ussama. "Ottoman orientalism." *The American Historical Review* 107, no. 3 (2002): 768-796.
- Massad, Joseph. "Orientalism as Occidentalism." *History of the Present* 5, no. 1 (2015): 83-94.
- Muehlebach, Andrea. "On precariousness and the ethical imagination: the year 2012 in sociocultural anthropology." *American Anthropologist* 115, no. 2 (2013): 297-311.
- Razzaq Takriti, Abdel. "Colonial Coups and the War on Popular Sovereignty." *The American Historical Review* 124, no. 3 (2019): 878-909.
- Schumacher, Leslie Rogne. "The Eastern Question as a Europe question: Viewing the ascent of 'Europe' through the lens of Ottoman decline." *Journal of European Studies* 44, no. 1 (2014): 64-80.
- Tesser, Lynn M. "Identity, Contingency, and Interaction: Historical Research and Social Science Analysis of Nation-State Proliferation." *Nationalities Papers* 47, no. 3 (2019): 412-428.
- Fadil, Nadia, and Mayanthi Fernando. "Rediscovering the "everyday" Muslim: Notes on an anthropological divide." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 59-88.
- Schielke, Samuli. "Living with unresolved differences: A reply to Fadil and Fernando." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 89-92.
- Deeb, Lara. "Thinking piety and the everyday together: A response to Fadil and Fernando." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 93-96.
- Fadil, Nadia, and Mayanthi Fernando. "What is anthropology's object of study? A counterresponse to Schielke and Deeb." *HAU: Journal of Ethnographic Theory* 5, no. 2 (2015): 97-100.
- Schielke, Samuli. "The power of God: four proposals for an anthropological engagement." (2019).
- Ze'evi, Dror. "Back to Napoleon? Thoughts on the beginning of the modern era in the Middle East." *Mediterranean Historical Review* 19, no. 1 (2004): 73-94.

Detailed schedule

For days, dates and location, please refer to the webpage www.su.se/asia. For up-to-date schedule as well as any changes to the schedule, please refer to TimeEdit. All readings will be made available in PDF form on Athena.

Lesson 1 (September 5, Thursday)

A Reintroduction to Middle East Studies

Readings (PLEASE READ BEFORE CLASS!!!):

- Lockman, Zachary. "Introduction," in *Contending Visions of the Middle East: The History and Politics of Orientalism*. (Cambridge University Press, 2004): 1-37.
- Halliday, Fred. "9/11 and Middle Eastern Studies past and future: revisiting Ivory towers on sand." *International Affairs* 80, no. 5 (2004): 953-962.

Please view prior to coming to class!

Viewing assignment: Edward Said On Orientalism

<https://www.youtube.com/watch?v=3MYYDEj4fIU>

Themes:

- Introduction to region as historic crossroads
- Role of Islam in reshaping political, administrative, economic, and spiritual patterns
- Exploring how these historical processes led to seeing the peoples in this part of the world as part of an "Area."

Lesson 2 (September 6, Friday)

Orientalism and Middle East Studies

Readings (PLEASE READ BEFORE CLASS!!!):

- Massad, Joseph. "Orientalism as Occidentalism." *History of the Present* 5, no. 1 (2015): 83-94.
- De Jong, Fred. "On Peter Gran, Islamic Roots of Capitalism: Egypt, 1760–1840." *International Journal of Middle East Studies* 14, no. 3 (1982): 381-399.
- Makdisi, Ussama. "Ottoman orientalism." *The American Historical Review* 107, no. 3 (2002): 768-796.

Themes:

- Considering what has Euro-Atlantic Liberalism has done to our reading Islam.
- Politics of popular resistance and interpreting it through prism of our era via Edward Said's polemic
- Mediums of distributing knowledge and the various forms of "reading"
- The Orientalist embodiment of knowledge in modern Middle East

Lesson 3 (September 26, Thursday)

The Ottoman Empire Revisited

Readings (PLEASE READ BEFORE CLASS!!!):

- Schumacher, Leslie Rogne. "The Eastern Question as a Europe question: Viewing the ascent of 'Europe' through the lens of Ottoman decline." *Journal of European Studies* 44, no. 1 (2014): 64-80.
- Tesser, Lynn M. "Identity, Contingency, and Interaction: Historical Research and Social Science Analysis of Nation-State Proliferation." *Nationalities Papers* 47, no. 3 (2019): 412-428.
- Alloul, Houssine, and Roel Markey. "'PLEASE DENY THESE MANIFESTLY FALSE REPORTS': OTTOMAN DIPLOMATS AND THE PRESS IN BELGIUM (1850-1914)." *International Journal of Middle East Studies* 48, no. 2 (2016): 267-292.
- Ze'evi, Dror. "Back to Napoleon? Thoughts on the beginning of the modern era in the Middle East." *Mediterranean Historical Review* 19, no. 1 (2004): 73-94.
- Blumi, Isa. "Reorientating European Imperialism: How Ottomanism Went Global," *Die Welt des Islams*, 56/3-4 (2016): 290-316.

Themes:

- Challenging Conventional Time Frames
- Challenging the Teleological approach Through Eurocentric Lens
- Background to Rise of Modern Era Ottoman Empire: A short overview of the History of Ottoman Rule of Middle East and North Africa region until the 19th Century
- Introduction to main historiographical debates over periodization
- Reconceptualizing Ottoman "Decline" and "Rise" of the West

Lesson 4 (September 27, Friday)

The Ottoman Empire's Enduring Imprint: Refugees, Culture and Scientific Authoritarianism

Readings (PLEASE READ BEFORE CLASS!!!):

- Fratantuono, Ella. "Producing Ottomans: Internal Colonization and Social Engineering in Ottoman Immigrant Settlement." *Journal of Genocide Research* 21, no. 1 (2019): 1-24.
- Gratien, Chris. "The Ottoman Quagmire: malaria, swamps, and settlement in the late Ottoman Mediterranean." *International Journal of Middle East Studies* 49, no. 4 (2017): 583-604.
- Fahmy, Khaled. "The police and the people in nineteenth-century Egypt." *Welt Des Islams* 39 (1999): 340-377.
- Hamed-Troyansky, Vladimir. "Circassian Refugees and the Making of Amman, 1878-1914." *International Journal of Middle East Studies* 49, no. 4 (2017): 605-623.

Themes:

- Introduction to main historiographical debates over periodization
- Reconceptualizing Ottoman Legacy
- Expanding the Scope for Analysis both Geographically and Conceptually

Lesson 5 (October 17, Thursday)

The Ontological Other in Middle East Studies (Anthropology)

Readings: *Please read before coming to class!*

- Deeb, Lara, and Jessica Winegar. "Anthropologies of Arab-majority societies." *Annual review of anthropology* 41 (2012): 537-558.
- Asad, Talal. "The Idea of an Anthropology of Islam," *Qui Parle* 17/2 (Spring/Summer 2009), 1-30.
- Muehlebach, Andrea. "On precariousness and the ethical imagination: the year 2012 in sociocultural anthropology." *American Anthropologist* 115, no. 2 (2013): 297-311.
- Fadil, Nadia, and Mayanthi Fernando. "Rediscovering the "everyday" Muslim: Notes on an anthropological divide." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 59-88.
- Schielke, Samuli. "Living with unresolved differences: A reply to Fadil and Fernando." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 89-92.
- Deeb, Lara. "Thinking piety and the everyday together: A response to Fadil and Fernando." *HAU: journal of ethnographic theory* 5, no. 2 (2015): 93-96.
- Fadil, Nadia, and Mayanthi Fernando. "What is anthropology's object of study? A counterresponse to Schielke and Deeb." *HAU: Journal of Ethnographic Theory* 5, no. 2 (2015): 97-100.

Themes:

- What is distinctive of a liberal "West" and Islam?
- Consider Anthropology of Middle East in answering this question.
- How does the Middle East become an object of analysis?
- What importance can we give to the expressions of informal culture in the transformations of the Modern Middle East?
- Does exploring popular culture change the way we perceive Religion as playing a role in the study the Middle East?

Lesson 6 (October 18, Friday)

Revolution or Retrogression? How Do We Understand and Find Change?

Readings: *Please read before coming to class!*

- Razzaq Takriti, Abdel. "Colonial Coups and the War on Popular Sovereignty." *The American Historical Review* 124, no. 3 (2019): 878-909.
- Mahmood, Saba. "Secularism and religious difference in the Middle East: in search of a critical global genealogy." *New Perspectives on Turkey* 54 (2016): 131-140.
- Alloul, Jaafar. "Signs of visual resistance in Palestine: Unsettling the settler-colonial matrix." *Middle East Critique* 25, no. 1 (2016): 23-44.

- Clarke, Morgan. "The judge as tragic hero: Judicial ethics in Lebanon's shari'a courts." *American Ethnologist* 39, no. 1 (2012): 106-121.
- Gill, Denise. "Listening, Muhabbet, and the Practice of Masculinity." *Ethnomusicology* 62, no. 2 (2018): 171-205.
- Schielke, Samuli. "The power of God: four proposals for an anthropological engagement." (2019).

Please read all assigned texts before coming to class!

Themes:

- What accounts for the failures of Revolution?
- How does the failure of popular politics affect conceptually the way we study the Middle East?
- Is there a way to critically engage change that is not informed by the semantics of globalization?

Examinations, rules and student influence

Examination

You will find the form of examination for the module you are following in the syllabus and in the course description, both of which are available on our home page or in Athena. Many modules have written examinations held in an examination hall at the end of the module. Other courses have take-home examinations, oral examinations or other examination assignments.

NB! Only students who have registered to take the examination may take it! If you show up to the examination without having registered, you may not take the exam! To register, log in to Ladok for students (www.student.ladok.se). If you encounter problems, please contact the Student Office.

At Stockholm University, there are common examination rules meant to ensure a fair examination. The below is an excerpt from the Rule Book (<https://www.su.se/medarbetare/organisation-styrning/styrdokument-regelboken/utbildning/regler-f%C3%B6r-tentamensskrivningar-vid-stockholms-universitet-1.26334>) and should be followed by all students:

1. The responsibility of the examinee to comply with the regulations

The examinee shall comply with the invigilator's instructions and orders. The examinee shall allow the invigilator to check identity documents and any material brought to the examination room.

2. Identity inspection and signature

The examinee shall present approved identity documents. Approved identity documents include a driving licence, a passport and an ID card with current validity. Approved identity documents also include a report to the police stating that the examinee's ID document has been lost or stolen. This report may not be more than three months old. Foreign identity documents, preferably passports and ID cards, will also be approved. The examinee shall write his/her name and personal identity number (or in the case of an anonymous exam other identification codes) according to the invigilator's instructions.

3. Seating in the examination room

Seating plans must always be posted before examinations take place in an examination room. The names of everyone who has registered for the exam must be written on these lists and it must be easy for the examinees to see which seat has been allocated to them. Examinees who have not signed up in advance will only be allowed to partake in the examination in as far as there is space and will be allocated seating by the

invigilator. In the case of examinations with less than 25 examinees exception will be made from the rule of seating plans.

4. Personal belongings

The examinee shall comply with the invigilator's instructions as to where to put bags and other personal belongings. Mobile phones and other prohibited technical equipment shall be turned off during the examination and stored with personal belongings.

5. Assistive devices

Only assistive devices or material that have been approved by the invigilator beforehand may be brought to the examination. In so far as an assistive device can store, render, or convey information, for example a calculator with a capacity to store data, the prerequisite for approval also applies to information that is in, or can be rendered or conveyed by, the device. Mobile phones may never be approved of as assistive devices.

6. Paper

Examinations may only be written on paper that is handed out by the invigilator. This also applies to scrap paper.

7. Prohibition to leave the examination room earlier than after 30 minutes

An examinee who does not wish to complete the examination may leave the examination room no sooner than after 30 minutes. An examinee who turns up after 30 minutes may not participate.

8. Prohibition for examinees to converse

Conversation between examinees or between an examinee and an outsider, for example via phone, may not take place until all participants have handed in their exams to the invigilator. This prohibition is applicable in the examination room as well as in the event of a visit to the lavatory.

9. Breaks and visits to the lavatory

When the examination lasts for longer than five hours there shall be a 30 minute break. The invigilator shall tell the examinees which toilets may be used and the examinee shall comply with the invigilator's instructions.

10. Handing in

The examinee may not take his/her examination out of the examination room but must hand it in to the invigilator. Note that even a "blank" examination must be handed in to the invigilator before the examinee leaves the examination room.

11. Obligation for anyone who has behaved in a disruptive manner to leave the room

An examinee who has behaved in a disruptive manner must, on instruction from the invigilator, leave the room. Disruptive behaviour may lead to disciplinary measures.

12. Cheating

An examinee suspected of cheating may continue to write the exam if the examinee hands in the prohibited assistive device. The invigilator shall offer the opportunity to exchange the prohibited device for an approved specimen. An examinee who refuses to present or hand in an assistive device may not continue the exam. Any cheating and/or disruptive behaviour will be treated by the Vice-Chancellor as a disciplinary matter, after a report from the head of department/director of studies.

13. In the event of fire alarm, bomb threat or the like

In the event of fire alarm, bomb threat or the like examinees shall follow instructions given by the invigilators. In such events the examination room must be evacuated immediately and the invigilators will serve as evacuation leaders. In the event of evacuation the examinees must be exhorted not to speak to each other in order, if possible, to be able to go back to writing after the fire alarm is over. The invigilator who is in charge shall, after consultation with the department, inform the examinees as to whether they may go back to writing the exam.

Take-home examinations

Date and time for publication of the exam question(s) will be given in TimeEdit or Athena. A take-home exam is usually published and handed in through Athena. It will be available in Athena until the deadline, so you will not need to download it at the exact time of publication. You will find the deadline in TimeEdit or in Athena.

Just as with a written exam in an examination hall, a take-home exam must always be written *independently* unless otherwise specified in the course description. For more details about how to use sources and references in your take-home exam, see below under "Formalities: references and quotations".

Special needs

If you have a disability and need special support and/or aids, you should make an application for special educational support in the system Nais. Do this well before the start of the course. In order to complete the application, you must attach documentation that confirms a permanent disability.

Following your application, a coordinator will contact you to book a personal meeting. After a meeting with the coordinator you will receive a certificate describing your recommended forms of support. You should then contact the Director of Studies for your subject (hanna.kritz@su.se for Japanese and Korean, johan.fresk@su.se for Chinese, or martin.safstrom@su.se for Arabic and Middle Eastern studies).

The support available is for example adaptation of facilities, course literature as an audio book, note-taking support, mentor support, extended writing time during exams, etc.

For more information, see: <https://www.su.se/utbildning/studera-med-funktionsneds%C3%A4ttning/ans%C3%B6k-om-st%C3%B6d-och-anpassningar-1.20886> If you have any questions, please contact studentstod@su.se or call 08-16 17 80.

Course Evaluation

After the completion of a course module, you as a student have the right to express your opinions and describe your experience of the module in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a module. You can usually answer the course evaluation digitally via computer, mobile phone or similar. You will receive a link to the course evaluation to your email address and you will normally have one to two weeks to answer.

Results from the course evaluations, as well as teacher responses and decisions about measures to be taken, will be available for you as a student in a file at the Student Office within 10 weeks after completion of the course.

If for some reason you have not received the course evaluation for a module you have taken, please contact the Student Office (exp.asien@su.se).

Formalities: source criticism and plagiarism

Source criticism

Remember to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you have chosen a certain source.

Being critical of your sources is particularly important when you use information taken from the Internet. Check, for example, who wrote the information on the home page you used and why the home page has been created (e.g. for propaganda purposes).

Wikipedia is an example of a home page that is not considered a reliable source when you write an essay or a take-home exam. The reason is that voluntary contributors from all over the world have written the information found there. That means that the contents are open and free and everyone is able to add and take away information from Wikipedia.

For more books on thinking critically, see for example:

- Pernilla Hultén, *Kritiskt tänkande*, Malmö: Liber Förlag, 2007
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

Plagiarism

Feel free to study with your friends, but remember that examination assignments and essays are normally done independently unless otherwise indicated in the course description.

When your examination assignment or your essay is to be handed in, it is important that you work independently. You are not permitted to plagiarise from another student, a book or an Internet source.

Plagiarism means using something that someone else has written without giving the source. Since much of what you write as a university student is based on previous research, you will need to use other sources. That is why it is very important that you are careful about where you get your information. Read more about this under "Formalities, references and quotations" below.

If you feel uncertain about how to deal with plagiarism, ask the teacher who runs your course. Often misunderstandings lead to suspicions of cheating, and it is therefore extra important that you are aware of the rules when it comes to giving sources.

All employees at Stockholm University are obliged to report disciplinary matters such as suspected cheating at an exam or similar. Such a report is made to the Director of Studies at the department. If you wish to read Stockholm University's guidelines for disciplinary matters in full, please see

https://www.su.se/polopoly_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf (Swedish)

Online resources for more information on plagiarism:

Urkund's anti-plagiarism hand book, <http://www.urkund.se/se/student>
Skrivguiden (Swedish writing guide), <http://skrivguiden.se/>

Formalities: references and quotations

When you write an examination assignment in the form of an essay or a take-home exam, it is important that you are careful to report the sources you have used in your work. You do this by giving references in the form of notes, and a list of sources.

There are many books about how to deal with references, both at the library and on the Internet. Below you will find a summary of some of the things that are important to bear in mind concerning references.

When you write an examination assignment (for example a BA or MA thesis) you should also take into account what applies to your particular course. See the course description for your course.

References in texts, different models

There are various models for dealing with references in texts. Two commonly used models are the *Harvard Model* and the *Oxford Model*.

If you use the Harvard Model you refer directly in the text, and if you use the Oxford Model you refer in a footnote (see the examples below). It is not that one of these models is right or wrong, but rather there may be a tradition of using one or the other in your particular field. It is important for you to be consistent in your choice of model, so that you always refer in, for example, footnotes if that is what you decide on.

Quotations, about the use of notes

Quotations are commonly used in texts. Quoting means that you reproduce word by word something that someone else has said or written. A quotation must always be given exactly, even if it contains spelling mistakes. After the quotation you must always state where it comes from. You do this directly afterwards, either in a footnote or in brackets, depending on the model you have chosen.

If there is a spelling mistake in the quotation, you can indicate it with [sic] directly after the spelling mistake to show that that you are not the one who has made the mistake. If the spelling mistake is particularly serious, you can write [sic!].

A reference after a quotation according to *the Harvard Model* might look like this:

“A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice.” (Persson & Sahlin, 2013:205).

A reference after a quotation in the form of a footnote according to *the Oxford Model* can look like this:

"A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice."¹

Longer quotations

If a quotation is short, as in the examples above, it is placed directly in the text. If the quotation is a long one, it should be placed in a paragraph of its own, for example:

För den franske litteratur- och kulturteoretikern Roland Barthes är det centralt att berättarinstansen skiljs ifrån författarens och berättelsens subjekt (1988). Den som talar i berättelsen är inte den som skriver i verkliga livet. Och den som skriver är inte den som är. Det finns enligt Barthes två olika sorters berättarpositioner: berättaren som personlig eller opersonlig berättarinstans. Detta motsvarar inte givet skillnaden mellan en berättare i första respektive tredje person. En berättelse kan skrivas i tredje person och ändå vara personlig.² or (Johansson, 2005:39).

Note that the quotation above is placed in a paragraph of its own, with an empty line at the beginning and at the end, and that it has a margin on both sides. A quotation of this kind need not have quotation marks at the beginning and end.

Quotations within quotations

If the person you quote has in turn quoted someone else, this should be shown within single quotation marks, for example:

"Finally, upon reaching the attractive landscapes in Mitava, he writes: 'The countryside here is much prettier than Livonia, through which one would not regret to travel with his eyes half closed.'"³ or (Lewis, 1995:57).

Referring to the same author and work immediately after each other

If you quote or refer to the same author and work immediately after each other, you need not rewrite the whole reference. Instead, write "ibid" if it also refers to the same page. If it refers to another page in the same work and by the same author, write "ibid, 43".⁴

¹ Johannes Persson & Nils-Eric Sahlin. *Vetenskapsteori för sanningssökare*: Fri Tanke Förlag, 2013, 205.

² Anna Johansson. *Narrativ teori och metod*. Lund: Studentlitteratur, 2005, 139.

³ S. Mark Lewis, *Modes of Historical Discourse in J.G Herder and N.M Karamzin*. New York: Peter Lang Publishing Inc, 1995, 57.

⁴ Ibid means "in the same place" and is an abbreviation of the Latin *ibidem*

Summary

A summary is an account of an author's text in your own words. This makes it possible for you to choose what you feel is central or what you feel is most relevant for your assignment. If you insert your own opinions or suppositions, you must make sure to indicate that.

You do not need to use quotation marks in a summary but you must indicate the reference so that the reader can find the source. Put the reference in brackets in the text or in the form of a footnote (see above).

List of References/Bibliography

The List of References, also called Bibliography, is the list of books and articles you have used when writing your examination assignment. The List of References must always be given at the end and if you like you can divide it into Primary and Secondary Sources, or Internet-based material, Articles, Interviews and so on if you have used such material.

The List of References must be in alphabetical order according to the author's last name and may look like this:

Hamori, Andras, *On the Art of Medieval Arabic Literature*, Princeton, New Jersey: Princeton University Press.

If you have used two or more books by the same author, you do not need to write the author's name more than once. Note that the books should be arranged chronologically. It may look like this:

Mernessi, Fatima. *Women and Islam. An Historical and Theological Enquiry*. Oxford: Blackwell Publishers. 1991.
_____, *Women's Rebellion & Islamic Memory*. London and New Jersey: Zed Books. 1996.

Chapters in a book

When you refer to a whole book, you need not give the number of pages, but if you use one chapter in an anthology, you should give the page numbers in your bibliography, for example:

Lee, Peter & Ashby, Rosalyn. "Progression in Historical Understanding among Students Ages 7-14", *Knowing, Teaching & Learning History. National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg, New York and London: New York University Press. 2000. pp. 199-222.

Articles

If your source is an article, it may look like this in your bibliography:

Kessy, Emanuel Thomas. "The Transition from The Later Stone Age to Iron Age in Kondoa, Central Tanzania", in *The African Archaeological Review*. Vol. 30 No. 3 September 2013, pp 225-252.

Internet sources

If your source is a page from the Internet, for example from a work of reference, there is often a note on how to refer to it on the same page. What distinguishes an Internet source from a printed source is that you should indicate *when* you have read the page.

Online reading tips

<https://www.su.se/utbildning/studie-och-spr%C3%A5kverkstaden/v%C3%A5ra-b%C3%A4sta-tips/s%C3%A5-sammanfattar-du-och-refererar-till-k%C3%A4llor-1.343151>

<https://www.su.se/biblioteket/forskarst%C3%B6d/referenshantering>