Attachment B

Troy University
Routing Slip for New and Revised Academic Programs

Division: 

Program Proposal/Revision: 

Initiator: 

Name: Dr. Curtis Richardson, Dept. of History - Detroit Campus

1. Conceptual Approval by TROY Academic Steering Committee (submit for conceptual approval through appropriate Associate Provost)
   ___ Approved (Initial review) ___ Disapproved Reason: ____________________________
   
   ACHE Action Required: ❑ Yes ❑ No
   SACS Action Required: ❑ Yes ❑ No

2. Department Chair / School Director Approval (Signature/Date): 
   [Signature] [Date]

3. College Curriculum Committee Approval (Signature/Date): 
   [Signature] [Date]

4. Dean of the College's Approval (Signature/Date): 
   [Signature] [Date]

5. General Studies Committee (for changes to the general studies program only) (Signature/Date): ❑/A

6. Institutional Effectiveness Committee Approval (Signature/Date): 
   [Signature] [Date]

7. Academic Undergraduate Council or Graduate Council Approval (Initial/Date): 
   ____________________________
   (All curriculum changes are to be approved by the appropriate committee.)
   Comments: ____________________________

8. Executive Vice Chancellor/Provost (Signature/Date): 

9. TROY Academic Steering Committee (Signature/Date): 

10. Campus Vice Chancellor (Signature/Date): 

11. Other Accreditation As Required: 

12. Chancellor (Signature/date): 

Return approved package to the office of the dean of the discipline.
Send signed copy to the IRPE Office and appropriate Associate Provost.

Revised 09-25-2006
TO: Dr. Bryant Shaw, Troy, History ADC
     Dr. Dan Robison, UC, History ADC
     Dr. Robert Saunders, Dothan, History ADC
     Dr. Dan Puckett, Montgomery, History ADC

THROUGH: Dr. Robert Saunders, Chair
          Department of History and Political Science
          Troy-Dothan

FROM: Dr. Curtis Richardson
       Assistant Professor of History
       Department of History and Political Science
       Troy-Dothan

RE: Proposal for the addition of HIS 5556, “History of the Middle East” as the graduate-level equivalent for HIS 3356, “History of the Middle East”

DATE: January 28, 2008

It is requested that the graduate-level history course offerings be amended to include HIS 5556 and that the new course be titled “History of the Middle East.”

The course normally will be offered in conjunction with HIS 3356, the History Department’s undergraduate-level “History of the Middle East” course. The new course also will be part of the MSIR offerings as HIS 5556, “History of the Middle East” and will be offered once per academic year.

Attachments

1. Justification for New/Revised Programs
2. Syllabus - In-Class Version
3. Syllabus - Ecampus Version
Attachment A
TROY UNIVERSITY
JUSTIFICATION FOR NEW AND REVISED PROGRAMS

Program Title: HISTORY  Contact: Dr. Robert Saunders, Dothan Campus

1. Purpose of new or revised program (Define the purpose of the program, and for revised programs, include how the changes will improve the former program.):

   The addition of HIS 5556, "History of the Middle East," will correct an oversight that was made during the merger process. The course will be "slashed" with HIS 3356, "History of the Middle East" and will be available for Masters in Education students as well as for MSIR students.

2. Relationship of purpose to university purpose (Tell how the program purpose is related to the university purpose—mission.):

   No change

3. Expected outcomes/student learning outcomes of the Program (Define the measurable expected outcomes/student learning outcomes to measure the effectiveness of the program.):

   No change

4. Assessment instruments/tools/methods/measures (Name assessment instruments/tools/methods/measures to measure the expected outcomes/student learning outcomes of the program.):

   Assessment tools for HIS 5556 will include examinations, article reviews, group activities, student lectures, and research papers.

5. Procedures for assessment of expected outcomes/student learning outcomes (Describe who will be assessed, who will assess, when and where assessment will occur, and how assessment will be accomplished.):

   No change

6. Persons responsible for assessment (Include who will provide assessment results, maintain a database of results, analyze the results, formulate plans for improvement—PFI as needed, implement PFI, and provide evidence of achievement of PFI and expected outcomes/student learning outcomes.):

   No change to current data collection system

7. How will faculty/staff be made available to meet the needs of this new or revised program?
The department is sufficiently staffed for the addition of HIS 5556

8. What additional resources will be required to meet the needs of this new or revised program (List materials, equipment, etc. needed)?

None

9. Estimated annual cost to the university:

None

10. This program addition or revision will be required of students in the following major/minor program(s):

It will be offered as an elective for masters of Education students and for MSIR students.

11. Number of students currently enrolled in this (these) program(s):

+/- 500

12. Total FTE faculty in this department (AY 2007 -2008):

17 (Troy MSIR, Troy History, Dothan History/MSIR, Montgomery History, UC History)

13. Analysis of credit hour production in this department:

a. Total credit hours of General Studies (GS) and remedial courses (AY 2007 -2008):

b. Total credit hours of all other courses (same period): 3

c. Percentage analysis:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS and remedial</td>
<td>0 %</td>
</tr>
<tr>
<td>Upper level</td>
<td>100 %</td>
</tr>
<tr>
<td>Graduate</td>
<td>0 %</td>
</tr>
</tbody>
</table>

N/A

14. Relevant course syllabi (attach):
Attachment B

Troy University
Routing Slip for New and Revised Academic Programs

Division: ___________________________ Department of History, College of Arts and Sciences

Program Proposal/Revision: __History__________________________

Initiator: __Dr. Curtis Richardson, Assistant Professor__ Troy University—Dothan Campus, 334-983-6556 x1390

Name __campus address __campus phone

1. Conceptual Approval by TROY Academic Steering Committee (submit for conceptual approval through appropriate Associate Provost)
   ____ Approved (Initial review) ____ Disapproved Reason: ______________________________________________________

   ACHE Action Required:  □ Yes  □ No
   SACS Action Required:  □ Yes  □ No
   ____________________________ 21/08/2008

2. Department Chair / School Director Approval (Signature/Date):

3. College Curriculum Committee Approval (Signature/Date):

4. Dean of the College’s Approval (Signature/Date):

5. General Studies Committee (for changes to the general studies program only) (Signature/Date):

6. Institutional Effectiveness Committee Approval (Signature/Date):
   Comments: ____________________________________________________________

7. Academic Undergraduate Council or Graduate Council Approval (Initial/Date):
   (All curriculum changes are to be approved by the appropriate committee.)
   Comments: __________________________________________________________

8. Executive Vice Chancellor/ Provost (Signature/Date):

9. TROY Academic Steering Committee (Signature/ Date):

10. Campus Vice Chancellor (Signature/Date):

11. Other Accreditation As Required:

12. Chancellor (Signature/date):

   Return approved package to the office of the dean of the discipline.
   Send signed copy to the IRPE Office and appropriate Associate Provost.
HISTORY 5556: HISTORY OF THE MIDDLE EAST

This class will survey the key cultural, social, and political events and trends in the history of the Middle East from the advent of Islam to the present. We will investigate the Middle East on the eve of the rise of Islam, Islam’s rise, the growth of the caliphates and the ummah, the splits in Islam, the nomadic invasions and their impacts, the rise of the Ottoman and Safavid dynasties, the growing intervention of Western power, colonialism, Zionism, the impact of the two world wars, the rise of Israel, pan-Arabism and decolonialization, state and nation building, Islamic renewal and its social and political consequences, the significance of the Iranian Revolution, modernization in traditional societies, and the place of the various peoples of the Middle East in the modern world. We will consider the Middle Eastern experience from numerous perspectives, from high politics to everyday life.

Some of the goals of the course include the development of students' historical sense, expanding their perspectives of the world, and honing their critical thinking and ability to articulate their ideas. Students will also display competence in conducting historical research, proficiency in the use of different genres of historical literature, and awareness of the role of interpretation in history and its impact on how we view the past. The instructor reserves the right to revise the syllabus.

CATALOG DESCRIPTION:
Background information on Islam, the Ottoman Empire, and Western influence set the scene for a detailed study of political, economic, and social developments since World War II.

EXPECTATIONS
My main expectation is that you are attending Troy University and taking this course to get a college education, not just a degree. I am a firm believer in the ideals of a liberal education. Women and men with a college education should be marked by an ability to understand themselves and the world that they inhabit. They should be able to think clearly, read thoughtfully, and communicate their ideas concisely and lucidly. It is the job of college professors to help students develop these skills, to teach them specific bodies of knowledge, and to certify to the outside world that individual students have mastered these skills and this knowledge.

REQUIRED READINGS:


Several articles.
CLASS PARTICIPATION:
Consistent, active participation is central to the class. Attendance (not just physical, but intellectual) is a mandatory part of the class. All students are required to participate in the asynchronous (discussion board) component on Blackboard as well. All discussion in both venues must reflect the fact that the students have read completely the required material in a thoughtful way prior to the class period. You will not be graded simply on the quantity of discussion and submissions, but much more on the quality, i.e., insightful, pointed, thoughtful participation, based on the readings, class materials, and class discussions. Failure by a large percentage of the class to be prepared for class discussion on any of the materials will result in pop quizzes. Attendance and participation are a significant part of the class, so it is important for students to be present and attentive. If you are going to miss a class, then it is your responsibility to contact the instructor before the class to get the assignment(s) for the following class. Absences must be excused with documented evidence. After the first unexcused absence, I will deduct 5% from your attendance grade for each unexcused absence.

EXAMINATIONS/QUIZZES:
There will be two in-class examinations: a mid-term and a final exam. They will include both short-answer and essay-type questions. You will be expected to combine generalizations with supporting factual evidence from the lectures, discussions, and assigned readings.

WRITTEN WORK:
All students are required to submit two book reviews in addition to the short essay and an extended research paper of 18-20 pages.

Expected format for papers: word document, double-spaced and hard copy. Use Chicago Manual of Style citations (for both papers) and bibliography (only for the latter paper), and make sure that the citations clearly indicate from where you derived your information and distinguish your ideas from others’ ideas. Plagiarism (see below) is not tolerated under any circumstances. Diana Hacker’s A Pocket Style Manual and Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations illustrate clearly how to compose footnotes and a bibliography. Also read and assimilate the writing guide and writing history essays sections that I posted on Blackboard. Part of the grade on the essays will reflect your assimilation of prose appropriate for the university level.

HONESTY AND PLAGIARISM:
Plagiarism is the intentional or unintentional process of submitting the ideas and/or work of others as one’s own work. Ideas are intellectual property and must be cited completely and properly. Academic dishonesty, such as plagiarism, merit sanctions from the university, up to and including suspension and expulsion. See Standard of Conduct in each Troy Catalog. If you have any questions, then please do not hesitate and ask me to avoid any such problems. Please read: http://troy.troy.edu/writingcenter/research.html.

CLASSROOM ETIQUETTE:
Consider this class a job – act professionally, come to class prepared, do your best, and think with an open and inquisitive mind. Turn off all cell phones, pagers, computers, and other electronic
devices during the class. Do not chat with classmates during lectures/discussions; do not leave class early or in the middle of class unless you ask me in advance or unless you are ill.

**LATE SUBMISSIONS:**
I will not accept late assignments and missed exams/quizzes will result in a failure of that exam/quiz. I realize however that we all fall ill and that emergencies do occur. If you are ill, you will need to bring me a doctor’s excuse (If you are sick enough to miss an assignment or exam, then you are sick enough to go to the doctor). If there is a real emergency (based on my determination), then you must speak with me immediately.

**AMERICANS WITH DISABILITY ACT (ADA)**
Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: http://www.troy.edu/humanresources/ADAPolicy2003.htm.

**GRADING:**
Participation is worth 15% of the final grade, research paper-25%, book reviews combined-10%, short essay-10%, mid-term examination 20%, final exam-20%.

**WEEKLY SEQUENCE OF TOPICS/READINGS:**

August 11: Introduction: the Middle East at the Advent of Islam, Mohammed, and the Spread of Islam

August 18: The Rise and Expansion of the Ottoman and Safavid Empires
  Cleveland: pp. 36-39, ch. 3; Smith: pp. 8-15; Keddie: ESSAY ONE DUE 20 AUGUST.

August 25: The Challenges of European Imperialism, Reform Efforts, Rise of Zionism
  Cleveland: chs. 4-10; Smith: pp. 16-90; Keddie: BOOK REVIEW ONE DUE 27 AUGUST.

September 1: World War II, the Struggle for Independence, Rise of Israel
  Cleveland: chs. 11-14; Smith: pp. 90-150; Keddie. MID-TERM EXAM 3 SEPTEMBER.

September 8: Pan-Arabism, the Cold War
  Cleveland: chs. 15-19; Smith: pp. 151-239; Keddie:.

September 15: The Iranian Revolution, Oil and Its Impact
  Cleveland: ch. 20; Smith: pp. 240-278. BOOK REVIEW TWO DUE 17 SEPTEMBER.

September 22: Fundamentalism, the End of the Cold War, American Hegemony?
  Cleveland: ch. 21.

September 29: The Struggles of Tradition and Modernization, Peace Efforts
Cleveland: chs. 22-23; Smith: pp. 279-325. RESEARCH PAPER DUE 31 SEPTEMBER.

October 6: The Middle East Today
Cleveland: ch. 24, epilogue; Smith: finish Smith; Keddie: .

Final exam: Wednesday, 8 OCTOBER 2008.
TROY UNIVERSITY
Course Syllabus 2008 T1
eCampus
August 17 – October 18, 2008

DR. CURTIS RICHARDSON
ASSISTANT PROFESSOR OF HISTORY
TROY UNIVERSITY DOTHAN

COURSE TITLE: THE HISTORY OF THE MIDDLE EAST
COURSE NUMBER: HISTORY 5556
CATALOG DESCRIPTION:
An examination of Middle East politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

INSTRUCTOR INFORMATION:
Dr. Curtis Richardson
Troy University Dothan
University Drive
Dothan, AL 36303
334-983-6556, Ex: 1-398
716-909-7008 cell phone
richardsoc@troy.edu

E-CAMPUS CLASS LOCATION AND TIME:
HIS 5556 is a course in Troy University’s eCampus: an online, interactive, distance-learning course. Students are expected to assume accountability for much of their own learning through a variety of learning activities outlined within each week’s module. Each student must read each module and the readings and accompanying materials within each module. The professor is the informed facilitator with whom students must communicate to optimize the learning opportunities inherent within each module. Distance learning requires greater organization, discipline, and time-management skills than traditional classes. Thus, in order to maximize the experience and be rewarded with success, it is imperative that you are well organized and motivated. You must log in to Blackboard several times a week. Consistently check all announcements that are posted. Begin all assignments early in the week to complete the assignment for the given week. Active participation on the discussion boards is instrumental to your success. Thus, go to the discussion board early every week and read thoughtfully the topics and questions for the group discussion exercise. Make your initial posting and participate in the discussion. Begin reviewing for the exams early in the term. Do not wait until the last minute and “cram” for these exams. You should review the material frequently so you will be prepared to take the exams. eCampus site: www.troy.edu/ecampus

COURSE OVERVIEW AND WELCOME:
I heartily and respectfully welcome you to the intriguing world of the Middle East and the various experiences of the region. I seek to employ a class dialog akin to the seminar format. We will interpret, interpret, and interpret. I expect graduate-level students not to give opinions (general views without facts), but to give interpretations (careful, thoughtful analysis based on factual information). The discussion boards will give you ample opportunity to engage in a critical discourse concerning the themes of the course. Be prepared, analyze, and enjoy the fascinating discussions. This class will survey the key cultural, social, and political events and trends in the history of the Middle East from the advent of Islam to the present. We will investigate the Middle East on the eve of the rise of Islam, Islam’s rise, the growth of the caliphates and the ummah, the splits in Islam, the nomadic invasions
and their impacts, the rise of the Ottoman and Safavid dynasties, the growing intervention of Western power, colonialism, Zionism, the impact of the two world wars, the rise of Israel, pan-Arabism and decolonization, state and nation building, Islamic renewal and its social and political consequences, the significance of the Iranian Revolution, modernization in traditional societies, and the place of the various peoples of the Middle East in the modern world. We will consider the Middle Eastern experience from numerous perspectives, from high politics to everyday life.

Some of the goals of the course include the development of students’ historical sense, expanding their perspectives of the world, and honing their critical thinking and ability to articulate themselves. We will also display competence in conducting basic historical research, proficiency in the use of different genres of historical literature, and awareness of the role of interpretation in history and its impact on how we view the past. The instructor reserves the right to revise the syllabus.

PREREQUISITES:
There are no specific academic prerequisites, but it is necessary that you possess basic computer skills sufficient to ensure your success in this learning venue as well as mastery of academic writing commensurate with graduate-level interpretation and articulation of the interpretation.

ELECTRONIC OFFICE HOURS AND COMMUNICATIONS PLAN:
For relatively immediate assistance, contact me via e-mail at the address above. I usually respond within 24 hours to any e-missives. Additionally, I have listed both my office and cellular numbers for more pressing issues.

E-CAMPUS AT TROY UNIVERSITY:
Blackboard Learning Management System is the forum through which all distance-learning courses at Troy University are taught. Students are advised to read all information posted on the Blackboard course site every 24-48 hours.

If you experience difficulties accessing the Blackboard, contact: kbarron@troy.edu, sgilmore@troy.edu or phone 888-383-6206. Also, the Blackboard Support Center:
https://d2.parature.com/ics/support/default.asp?deptID=671

HARDWARE AND SOFTWARE REQUIREMENTS:
Access to a PC with Windows 95, 98, or XP operating system or a Macintosh OS or higher.
Connection to the Internet and an e-mail account: specifically a Troy account.
Internet Explorer (6.0 or higher) or Netscape browser (7.0 or higher).
Java enabled browser.
Microsoft Word processing software capable of sending and receiving attached files.
Connection to a printer.

ASSIGNED READINGS:
Marvin Gettleman and Stuart Schaar, eds., The Middle East and Islamic World Reader (New York: Grove Press, 2003), 0802139361.
Charles Tripp, A History of Iraq, third ed. (Cambridge: Cambridge University Press, 2007), 052170247X.
Several articles.

MBS Textbook provider:
http://bookstore.mbsdirect.net/troy.htm

READING ASSIGNMENTS:
See each week’s learning module within the course Blackboard page.

CONTENT OBJECTIVES/ASSESSMENT OUTCOMES:
By the end of this course, I expect that students will:

HAVE A CLEARER IDEA OF THE NATURE OF THE MIDDLE EASTERN EXPERIENCES, CULTURES, AND IDENTITIES IN A TRANSGLOBAL ENVIRONMENT:
Students should discern the various people's experiences and the changing relationships both within and beyond the Middle East.

SKILLS OBJECTIVES:
By the end of this course, I expect that students will

1. IMPROVE SKILLS IN HISTORICAL WRITING AND READING: Learn to read carefully, and use one’s reading as the basis for well-constructed, well-written, essays (a basic skill for many different types of employment).

2. IMPROVE SKILLS IN HISTORICAL ARGUMENTATION: Develop the intellectual discipline needed to support complex arguments with well-researched arguments and careful logic (another significant skill in many different areas of employment).

3. DEVELOP A SENSE OF INTELLECTUAL AUTONOMY: Develop one’s abilities as an independent learner and researcher, taking more responsibility for one’s own learning and writing (another critical skill in many areas of employment).

METHOD FOR OBJECTIVES:
We will achieve course objectives through challenging assignments and graduate-level readings. The use of discussion boards following learning modules will allow for students to measure their progress. Moreover, communication between students and the professor via e-mail will help with nuanced interpretive approaches to the subject matter.

COURSE ASSIGNMENTS:
DISCUSSION BOARD CONTRIBUTIONS: ONGOING THROUGHOUT THE TERM.
MODULE EXAMS: AVAILABLE AS LISTED ON MODULES.
ESSAY ONE: 22 August 2008

1. DISCUSSION BOARD CONTRIBUTIONS: Every student in the course is required to make a minimum of TWO Blackboard Discussion Board contributions weekly. The contributions should be a minimum of 8-10 sentences. Students are expected to analyze thoughtfully and in-depth the given week’s readings and place them into the greater context of the interpretive frameworks of the course. The contributions should also elicit thought-provoking responses from the rest of the cohort in the class.

2. EXAMINATIONS: There are two examinations in the class, a mid-term and a final. Neither exam will be comprehensive, as the mid-term will cover the material from the first four weeks and the final will cover the material from the last five weeks. The exams will be in a short-essay format. You are expected to manifest a keen awareness of the primary issues from both the readings and the class discussion and
analyze in a lucid and succinct way in your responses in the exams. Both exams are closed-book exams.

3. ESSAY ONE: The first essay is a 3-5-page paper. You are expected to answer one of the questions posed by the instructor in the ESSAY ASSIGNMENT ONE BUTTON on Blackboard. Your answers should consider in-depth the readings and class discussion. The essay must be submitted as a Word document attached to an e-mail sent to richardsone@troy.edu by 5 p.m. Central Time (USA) on 22 August 2008. I will not accept essays with internet sources! Sites such as Wikipedia, Encarta, Answers.com, among others are not reliable. Find your sources through university library databases and professional scholars’ monographs. Expected format for papers: Word document and double-spaced. Use Chicago Manual of Style citations. Your footnotes should clearly indicate from where you derived your information and distinguish your ideas from others’ ideas. The Diana Hacker A Pocket Style Manual or Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations illustrate clearly how to compose footnotes according to the Chicago Manual of Style. Also read and assimilate the writing guide, the writing history, and footnote documents that I posted on Blackboard. Part of the grade on the essays will reflect your assimilation of prose appropriate for the university level.

4. RESEARCH ESSAY: Each student is expected to complete an 18-20-page research essay. You are expected to answer one of a number of questions posed by the instructor in the ESSAY ASSIGNMENT TWO BUTTON on Blackboard. As the paper is a research essay, your answers should consider in-depth not only the in-class readings and class discussion, but also a minimum of five outside sources (two of which must be monographs/books). Cite all ideas, whether quotes or paraphrases, you get from journals and books. (DO NOT USE INTERNET SOURCES). Materials derived from Troy University’s library computer database for scholarly articles are not internet resources: see http://library.troy.edu/. I will not accept essays with internet sources! Sites such as Wikipedia, Encarta, Answers.com, among others are not reliable. Find your sources through university library databases and professional scholars’ monographs. The essay must be submitted as a Word document attached to an e-mail sent to richardsone@troy.edu by 5 p.m. Central Time (USA) on 2 October. Expected format for papers: Word document and double-spaced. Use Chicago Manual of Style citations and bibliography. Your footnotes should clearly indicate from where you derived your information and distinguish your ideas from others’ ideas. The Diana Hacker A Pocket Style Manual or Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations illustrate clearly how to compose footnotes and a bibliography according to the Chicago Manual of Style. Again read and assimilate the writing guide, the writing history papers, and footnote documents that I posted on Blackboard. Part of the grade on the essays will reflect your assimilation of prose appropriate for the university level.

START AS SOON AS POSSIBLE ON THE RESEARCH ESSAY.

MSIR LIBRARY RESOURCES: These resources are available through the Troy University Library. Students can access online information resources through the Troy University’s Library Services home page at the following address:

http://www.library.troy.edu

These resources include a variety of full text databases that provide complete articles from thousands of journals, magazines and newspapers. Access to all databases is permitted through "remote services," the university's remote patron authentication system using a three step procedure: Log into remote services using your social security number or student ID number; Select an information service; Select an individual database.

The university’s full text information services are: EBSCOhost, FirstSearch, InfoTrac, and
ProQuest. Each of these information services provides access to several databases and each has a unique search interface with which students should be familiar. Tutorials and overviews of these information services are available on the library home page under the "guides" link.

In most cases, the best full text coverage of international relations topics can be found in the following databases: Academic Search Elite (through EBSCOhost); Periodical Abstracts II (through ProQuest or FirstSearch); and Expanded Academic (through InfoTrac). Coverage of international newspapers can be found in Newspaper Source (through EBSCOhost) and the Electric Library.

HONESTY AND PLAGIARISM:
Plagiarism is the intentional or unintentional process of submitting the ideas and/or work of others as one’s own work. Ideas are intellectual property and must be cited completely and properly. Academic dishonesty, such as plagiarism, merits sanctions from the university, up to and including suspension and expulsion. See Standard of Conduct in each Troy Catalog. If you have any questions, then please do not hesitate and ask me to avoid any such problems. Please read: http://troy.trou.edu/writingcenter/research.html.

EVALUATION:
The assessment tools for the course, used to measure and document each student’s comprehension and ability to articulate that comprehension, shall include the discussion-board contributions, two examinations, one brief essay, and one research essay.

GRADES:
All grades will be posted in the student grade book in Blackboard.

- DISCUSSION BOARD FORUM: 15%
- MID-TERM EXAM: 20%
- FINAL EXAMINATION: 25%
- SHORT ESSAY: 10%
- RESEARCH ESSAY: 30%

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the Attendance section of this syllabus for additional information.

GRADING SCALE:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

WEEKLY SEQUENCE:
August 11: Introduction: the Middle East at the Adven of Islam, Mohammed, and the Spread of Islam
Cleveland: pp. 1-36; Smith: pp. 1-8; Keddie: ch. 1.

August 18: The Rise and Expansion of the Ottoman and Safavid Empires
Cleveland: pp. 36-39, ch. 3; Smith: pp. 8-15; Keddie: ch. 2. ESSAY ONE DUE 22 AUGUST.
August 25: The Challenges of European Imperialism, Reform Efforts, Rise of Zionism
   Cleveland: chs. 4-10; Smith: pp. 16-90; Keddie: chs. 3-5; Tripp: chs. 1-3. **BOOK REVIEW ONE DUE 27 AUGUST.**

September 1: World War II, the Struggle for Independence, Rise of Israel
   Cleveland: chs. 11-14; Smith: pp. 90-150; Keddie: ch. 6; Tripp: ch. 4. **MID-TERM EXAM 3 SEPTEMBER.**

September 8: Pan-Arabism, the Cold War
   Cleveland: chs. 15-19; Smith: pp. 151-239; Keddie: ch. 7; Tripp: ch. 5.

September 15: The Iranian Revolution, Oil and Its Impact
   Cleveland: ch. 20; Smith: pp. 240-278; Keddie: chs. 8-9; Tripp: pp. 193-242. **BOOK REVIEW TWO DUE 17 SEPTEMBER.**

September 22: Fundamentalism, the End of the Cold War, American Hegemony?
   Cleveland: ch. 21; Keddie: ch. 10; Tripp: pp. 243-252.

September 29: The Struggles of Tradition and Modernization, Peace Efforts
   Cleveland: chs. 22-23; Smith: pp. 279-325: chs. 11-12; Tripp: pp. 253-292. **RESEARCH PAPER DUE 2 OCTOBER.**

October 6: The Middle East Today
   Cleveland: ch. 24, epilogue; Smith: finish Smith; Keddie: Conclusion; Tripp: Conclusion.
   **FINAL EXAM.**

**UNIVERSITY POLICIES:**

**AMERICANS WITH DISABILITY ACT (ADA)**
Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: [http://www.troy.edu/humanresources/ADAPolicy2003.htm](http://www.troy.edu/humanresources/ADAPolicy2003.htm).

**STANDARDS OF CONDUCT:**
Conduct, such as cheating and furnishing false information to the University or faculty are addressed in the student handbook. These standards apply to all students.

**INFORMATION TECHNOLOGY USAGE POLICY:**
The University’s Information Technology System includes computing, information, technology, and network resources. All users of this technology system are obligated to utilize the various resources responsibly, legally, and ethically for their intended purpose. All students should read the policy before participating in online course activities.

**ABSENCE POLICY:**
As an eCampus course, HIS 5556 has no specific physical attendance requirements. The course is designed
to give students the opportunity to participate on a 7-day, 24-hour a week basis. Student and faculty interaction will take place via the Blackboard course site and e-mail contact. All students are expected to contact the instructor, through email or on the Discussion Board, before the end of the second week. Those who have failed to contact the instructor by that time may be dropped from the class.

**INCOMPLETE GRADE POLICY:**
An incomplete grade will NOT automatically be assigned, but rather must be requested by the student in writing to the professor. Students must complete the required work for removing the "I" no later than the sixth week of the next term of enrollment or one year, whichever comes first. Failure to clear an incomplete grade results in an "F" grade for the course.

**USEFUL JOURNALS:**

*International Journal of Middle East Studies (IJMES) - here is the granddaddy of ME-style journals*
*Middle East Studies Association Bulletin*
*Journal of Near Eastern Studies (also covers pre-modern and ancient history)*
*Middle East Research and Information Report*
*Journal of Palestine Studies*
*Islamic Horizons*
*Bulletin d'Etudes Orientales*
*Journal of Middle East Women's Studies*