**I. ASCRC General Education Form**

<table>
<thead>
<tr>
<th>Group</th>
<th>X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Geography</td>
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<tr>
<td>Course #</td>
<td>213</td>
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<tr>
<td>Course Title</td>
<td>The Middle East</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jeffrey Gritzner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>-5626 <a href="mailto:jeffrey.gritzner@umontana.edu">jeffrey.gritzner@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Jeffrey Gritzner</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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</table>

**III. Description and purpose of the course:** General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GE_Preamble_final.htm](http://www.umt.edu/facultysenate/gened/GE_Preamble_final.htm)

*The Middle East* (GEOG 213) surveys the biophysical and cultural geography of Southwest Asia and North Africa. Emphasis is placed upon environmental change; prehistory; patterns of cultural and historical change; issues of socio-economic, religious, and political diversity; and the broader political and economic significance of the region.

**IV. Criteria:** Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.

Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living, as well as their interaction with other groups, indigenous and non-indigenous.

Global perspective courses adopt a broad focus with respect to time, place, and subject matter, and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

The course will systematically and sequentially examine the physical geography of the Middle East; ecological systems; Middle Eastern prehistory; ancient and mediaeval history; population dynamics; traditional livelihood systems; urban systems; social geography and health; resources and economics; and political geography. It will also consider the broader economic and political importance of the region in the modern world.

<table>
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<tr>
<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></th>
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<tr>
<td>Upon completion of a course in this perspective, students will:</td>
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<tr>
<td>1. Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;</td>
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<td>2. Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and</td>
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<tr>
<td>The complexity of the Middle Eastern cultural mosaic affords opportunity to examine differing cultural adaptations; their related conceptual and behavioral traits; patterns of culture change; and the consequences of historical human-environmental interaction</td>
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<tr>
<td>Case studies will provide in-depth understanding of specific cultures, as well as comparison among cultures.</td>
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3. Analyze and compare the rights and responsibilities of citizenship in the 21\textsuperscript{st} century including those of their own societies and cultures.

The obvious political and economic importance of this strategic region will be discussed, as well as its impacts upon life in the region. Measures will be discussed that would contribute to greater political and economic stability, and that would provide greater security for the threatened or endangered cultures or the region.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. \textsuperscript{†} The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: \url{http://teaching.berkeley.edu/bgd/syllabus.html}

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

\begin{center}
\textbf{THE UNIVERSITY OF MONTANA}
\end{center}

\textit{The Middle East (GEOG 213S)}

\textbf{General Information}

\begin{itemize}
  \item \textbf{Time} \hspace{1cm} Autumn Semester, 2005; TR, 12:40-2:00
  \item \textbf{Place} \hspace{1cm} Fine Arts, Room 302
  \item \textbf{Instructor} \hspace{1cm} Jeffrey A. Gritzner
  \item \textbf{Office} \hspace{1cm} Social Sciences Building, Room 205
  \item \textbf{Office Hours} \hspace{1cm} W, 10:10-12:00; F, 10:10-12:00, 2:10-3:00; or by appointment
  \item \textbf{Telephone} \hspace{1cm} 243-5626 (office); 273-0665 (home)
  \item \textbf{Definitions} \hspace{1cm} \textit{Regional Geography:} The geographical study of a unit-area which reveals some degree of identity. In its general sense, regional geography is complementary to systematic geography; their basic relationship devolves from the fact that whereas systematic geography depends on analysis, regional geography is the product of synthesis, of integration. The region studied may be on any scale, from the Middle East, the Mediterranean Basin or the Monsoon Lands, to…Cumbria or Wirral.\textsuperscript{1}
\end{itemize}

\textsuperscript{1}F. J. Monkhouse, \textit{A Dictionary of Geography} (London: Edward Arnold, 1965), s.v. “regional geography.”
The Middle East (Southwest Asia): Up to 1939, there prevailed a somewhat vague and loose division of southern Asia into Near, Middle, and Far East. The Far East was generally taken as connoting China, Japan, and, less frequently, Indo-China and Indonesia. The Middle East included Iran and Arabia, usually also the lower basin of the Euphrates-Tigris, and occasionally Afghanistan and India; while the Near East began in the Balkans and included most of the countries adjacent to the basin of the eastern Mediterranean. No precise definition could, however, be said to be in general use, and for an indication of the inadequacy of the terms employed, and the looseness with which they were applied, we need only refer to current geographical literature of the past few years. Sir Percy Loraine, speaking before the Royal Geographical Society of Britain, defined the Near East as the Balkan states, Egypt, and the coastal areas on the eastern shores of the Mediterranean and of the Black Sea. An American geographer, Col. L. Martin, would qualify this definition to read "and sometimes Egypt." On the other hand, Sir P. Loraine described the Middle East "roughly as being Iran, Iraq, Afghanistan, and the Arabian peninsula;" but E. Jurkat, another American writer on S.W. Asia, shows the Near East as extending from Afghanistan to Crete, both inclusive, but exclusive of Egypt, whilst C.S. Coon on the other hand includes Morocco in the Middle East. The inadequacy of "Near East" is also apparent from the titles The Nearer East of Hogarth, and Nationalism and Imperialism in the Hither East of Kohn.

The war of 1939 at one stroke removed the question of territorial definition in western Asia from the academic groves to which it had hitherto been mainly confined. There came the faîte accompli by which a military province stretching from Iran to Tripolitania was created and named "Middle East." Establishment in this region of large military supply bases brought the necessity to reorganise both the political and economic life of the countries concerned, in order to meet the changed conditions of war. A resident Minister of State was appointed to deal with political matters, and an economic organisation, the Middle East Supply Centre, originally British, but later Anglo-American, was set up to handle economic questions. It was inevitable that the territorial designation already adopted by the military authorities should continue in the new sphere; hence "Middle East" took on full official sanction, and became the standard term of reference, exclusively used in the numerous governmental publications summarising political events, territorial surveys, and schemes of economic development.

…[Included in the "Middle East" were] Malta, Tripolitania, Cyrenaica, Egypt, Cyprus, the Lebanon, Syria, Israel, Jordan, Iraq, Iran, the sheikhdoms of the Persian Gulf, Saudia Arabia, the Yemen, Aden and the protectorate, Eritrea, Ethiopia, British, French, and Italian Somaliland, and the Anglo-Egyptian Sudan. The inclusion of some of these countries was, however, the result of fortuitous administrative grouping by military authorities. It would seem greatly preferable to omit from this list the Sudan, Eritrea, Ethiopia, and the three Somalilands,
which are all more properly considered as parts of intertropical Africa, and to replace them by Turkey, which, intimately linked to its southern and eastern neighbours by ties of geography, was not included in the governmental publications because of a purely temporary and political separation from the rest of the Middle East.²

Our definition of the "Middle East" will be based upon the complex historical geography of the region, as well as the units into which Middle Easterners themselves divide the region. Hence, the definition will be somewhat more inclusive, incorporating the borderlands of the "Middle East" as described above.

Colbert Held has been a student of the Middle East for more than forty-five years, as a Foreign Service Officer, a scholar, and a field worker. He is currently a Retired Diplomat-in-Residence at Baylor University.

William Spencer was formerly a professor of history at Florida State University. He has specialized in Middle Eastern and North African affairs for more than forty years; has travelled extensively in the region; and has served as a consultant to the United States Government and the United Nations.

The Monitor enjoys a worldwide reputation for accuracy, fairness, and integrity. Its coverage of environmental and social issues in the Middle East exceeds that of other daily newspapers in the United States. A variety of student subscriptions are available: ten weeks ($22.00); three months ($27.00); four months ($37.00). You would receive five issues each week. Subscription order forms will be available in the classroom.

Weekly Topics, Reading Assignments, and Significant Dates

Unit I: Introduction and Biophysical Geography

Week One (August 28-September 3, 2005)


Week Two (September 4-10)

Structure and Hydrology. Reading: Held, ch. 2.

Map Quiz: Physical Features (Thursday, September 8th).

Week Three (September 11-17)

Climate, Soils, Vegetation, and Animal Life.

Map Quiz: Countries and Capitals (Tuesday, September 13th).
Unit II: Cultural Geography

Week Four (September 18-24)

Prehistory and Ancient History. Reading: Held, ch. 3.

Week Five (September 25-October 1)


Week Six (October 2-8)


Week Seven (October 9-15)

Livelihood Systems. Reading: Held, ch. 5.

Week Eight (October 16-22)

Petroleum Production; Mining. Reading: Held, ch. 6.

Week Nine (October 23-29)

Manufacturing and Transportation. Reading: Held, ch. 7.

Week Ten (October 30-November 5)

Geopolitics. Readings: (i) Held, chapter 8; (ii) Stanley Hoffmann, “Why Don’t They Like Us?” The American Prospect (November 19, 2001), in Spencer, 210-213, Units I-II Examination (Thursday, November 3rd).

Unit III: Regional Geography

Week Eleven (November 6-12)

Turkey, Cyprus, Syria, and Lebanon. Readings: (i) Held, chapters 9, 10, and 18; (ii) Spencer, 119-126, 168-175, and 182-191; (iii) Deborah Sontag, “The Erdogan Experiment,” The New York Times Magazine (May 11, 2003), in Spencer, 238-

**Week Twelve** (November 13-19)


**Week Thirteen** (November 20-26)


**Thanksgiving** (no class meeting November 24th).

**Week Fourteen** (November 27-December 3)


**Week Fifteen** (December 4-10)

Iran and Afghanistan. **Readings:** (i) Held, ch. 19; (ii) Spencer, 63-78.

**Week Sixteen** (December 11-17)

**Unit III Examination** (3:20-5:20, Tuesday, December 13th)

**Quizzes and Examinations**

A map quiz covering physical features will be given Thursday, September 8th. A second map quiz covering countries and capitals is scheduled for Tuesday, September 13th. A mid-term examination covering Units I-II will be given Thursday, November 3rd. The examination over Unit III is scheduled for 3:20-5:20, Tuesday, December 13th.

**Essay**
An essay of approximately five pages will be due Thursday, December 1st. It may be submitted at any time prior to the 1st. The essay must be related to topics discussed in class, and should draw upon at least four sources other than the assigned readings. It should conform to the conventions contained in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: The University of Chicago Press, 1996). Several publications provide useful information regarding grammar, punctuation, mechanics, spelling, and usage—for example, Blanche Ellsworth and John A. Higgins' *English Simplified*, 7th ed. (New York: HarperCollins College Publishers, 1994).

**Course Grade**

The course grade will be based upon participation, the quizzes, the unit examinations, and the essay. Students wishing to do so may submit a second essay for extra credit. The quizzes and essay will account for approximately twenty per cent. of the course grade; the unit examinations are equally weighted, and will account for eighty per cent. of the grad