Description: The instructor focuses on the unfolding of political thought among Muslims in the 20th Century Middle East. Concentration will be on the most important paradigm shift in Muslim thinking about politics and society that occurred as a result of the encounter of the Islam with modernity. In the process, various Muslim states neither became colonized nor successfully were able to master the nuances of the Modern World. Yet, they were affected by it enough to suffer from a degree of disequilibrium. What ideas or systems of government were in place in the region in the wake of modernity? How did modernity come to the region? When did the encounter occur? What were the responses to it? Who were the protagonists of such responses? These are some of the questions that guide the discussion in the seminar.

Synopsis: In the first half of the twentieth century it was the hegemonic face of modernity (what I have called modernism) that dominated the Middle East. The irony is that the local political regimes and discourses mirrored it by trying to imitate modernism; they became agents for safeguarding the interests of hegemonic powers rather than providers of order and welfare. As a result, there has occurred a great rift in the minds, the thoughts and the practices of the people of the Middle East. While over enthusiasts about modernity created modernist discourse and polity, the more Islam-minded Middle Easterners took a defensive posture and tried to revive their religion as an alternative. Empowered by such trends as the liberation movements for decolonization, Muslim groups generated a powerful sense of revolt with the aim of reviving authentic values or what they called “a return to the self.” One form of it became a turn to Islam by reformulating it as an “ideology” of activism and liberation. By so doing, they paved the way for the radicalization of the Muslim world. Most notably, the changes occurred in three major centers of power in the Middle East i.e., Turkey, Egypt and Iran. The organization of the lectures in the course follows these changes. I will focus on the individual thinkers as well as the groups that have been epoch makers and influenced socio-political developments. Each region has provided a different response, one have produced what I call Muslim Yuppies (Turkey), one Radical Islamists (Egypt) and on e a giant revolution (Iran). Special attention will be paid to the works of ideologues such as Qutb and Khomeini and also the movements that helped the emergence of these three responses i.e., the Muslim Brothers of Egypt and the Movements in Iran and Turkey.

Organization: This is a combined higher-level undergraduate course and a graduate seminar, thus, I would like the readings for the week to be discussed in class. The first part of every session (at least half an hour) will be devoted to the discussion of the readings for the day.
and I would expect everyone to participate. There might be presentation(s) by the member of the seminar also, particularly graduate students. Then, I will lecture on the topic at hand, but would welcome discussions during the lecture.

**Required Text(s)**


**Course Requirements**

To successfully finish this course, students must meet all the requirements; attendance, two reviews, and a final paper. Students who do not meet these criteria will be assigned a grade of “F.” Late reviews will be penalized one fraction of a grade (i.e., B to B-) for each weekday they are late. All works must be handed to the instructor. Marks will be calculated as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>The first review*</td>
<td>16%</td>
<td>(January 31st)</td>
</tr>
<tr>
<td>The second review*</td>
<td>16%</td>
<td>(February 28th)</td>
</tr>
<tr>
<td>Final paper **</td>
<td>38%</td>
<td>(April 4th)</td>
</tr>
<tr>
<td>Participation***</td>
<td>30%</td>
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</table>

*Each review should be about 3-4 pages (double-spaced and typed). Books to be reviewed are to be chosen from the required texts. It is acceptable to review a book other than from the assigned texts, provided it is related to the course and cleared by the instructor (Any of the books in the recommended reading would do). The content of your review should address the following questions: What is the main objective of the author? What is the methodology utilized? Did the author achieve the stated objective(s)? An answer to each question obtains 4% of the grade and presentation (clean and clear writing) obtains 4%.

** The final paper should be a well-argued research paper, focusing on an individual thinker, a group, or an issue that has been on the political agenda in the region. Undergraduate papers are to be at least 8-12 pages and the graduate one should be 18-22 pages, double-spaced and the deadline is April 4th.

*** Participation is evaluated based on regular attendance, active engagement in class discussion and possible presentation.

**Course Calendar**

**Part I: Islam, Muslims and Modernity**

**Session 1 (Jan 03): Orientation**
- What do we know about the Middle East?
- Film: “Middlemen”
Session 2 (January 10): Introduction
Introducing the Course
Historical Context

Session 3 (January 17): Muslims and the Modern World
Modern Middle East
A Century of Modernization
Hodgson “Venture of Islam 3” pp 176-205 (pdf,WebCT), Hourani “First Views of Europe,” pp 34-66 (pdf,WebCT), and Yavuz 37-58

Session 4 (January 24): Modernism and the Middle East
The Crisis of Caliphate
Revivalism and Islamic Movements
Enayat 52-68, Rajaee 10-26, and Yavuz 15-37
Part II: The Sunni Muslim Discourse; Turkey

Session 5 (January 31): The Context

Turkey Going Secular
“Time to Save Belief” Nursi 1925
Yuvuz, 59-132


Session 6 (February 7): Response; Development

A Muslim Organization
Muslim Politics
Yuvuz, 133-150 and 207-238


Session 7 (February 14): Peoples and Ideas

Nursi
Gulen
Yuvuz, 151-206


**Reading Week (February 21-25)**

**Part III: The Sunni Muslim Discourse; Egypt**

**Session 8 (February 28): The Intellectual Context**

- Egypt goes Revolutionary
- The idea of an Islamic State


**Session 9 (March 7): Response; Development**

- Muslim Brothers


**Session 10 (March 14): People and Ideas**

- Bana
- Qutb

Part IX: The Shi’i Muslim Discourse

Session 11 (March 21):

Intellectual Context

Iran and the World

Enayat, 93-99 and Rajaee, 1-10 and 27-42


Session 12 (March 28):

The Response; Islamic Movement

Islam of Qom and Tehran

Rajaee 52-89


Session 13 (April 4):

Peoples and Ideas

Shariati

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 15 2010 for December examinations and March 11 2011 for April examinations.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another’s data or research findings;
• failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
• handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination**: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work**: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading**: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
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<tr>
<td>80-84</td>
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<td>77-79</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
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<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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</table>

**Approval of final grades**: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements**: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts**: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student’s responsibility to monitor their Connect account.
Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.