
HISTORY OF MIDDLE EAST CIVILIZATIONS I
- HIST 251 001M
FALL 2018, MON/WED, 11:00 – 12:15 PM
MANASSAS, MP-0133 (PARRISH)

Professor Gretchen Beasley

Office Hours: by appointment (available Monday through Thursday)

Email: gretchenbeasley08@gmail.com * Course website: <http://gebeasley.org/251/>

*NVCC email is currently incorrect. You will be notified when it is corrected.

COURSE DESCRIPTION

This course aims to provide students with a general overview of basic themes and issues in Middle Eastern history from the rise of Islam to through the 20th century, with an emphasis on the encounters and exchanges between the "Middle East" (Southwest Asia and North Africa) and the "West" (Europe and the United States). The course will cover Islam during the Prophet Muhammad's lifetime, its expansion and consolidation during the period of Arab hegemony, Turkish migration and resulting Turkic states like the Ottoman empire, and other events that form the background to the contemporary Middle East. The primary goal of the course will be to gain deeper understanding of the region's religions, politics, and cultures. By the conclusion of the course, students should have a grasp of the major trends in Middle East history, as well as an appreciation for the rich and complex politics, society, economy and culture that characterizes the region.

REQUIRED TEXTS

- Goldschmidt, Arthur. A Concise History Of The Middle East. 11th Edition. Westview Press, 2016.
- Various internet readings – primary and secondary sources (links are provided on the course website)
 - Please note: each week includes primary source (short) readings that we will address in detail in class.

LEARNING OUTCOMES

By the end of this course students should:

1. Understand several of the methodologies involved in the recovery of the past.
2. Understand several of the different ways that history can be perceived and recorded.
3. Understand many of the different criteria that might be included in defining a society, culture, nation, or

4. Recognize and be able to discuss key figures and events and key economic/political/architectural/artistic/legal/social/philosophical/geographical/literary/spiritual/popular issues from specific societies covered in the course.
5. Recognize and be able to discuss the value of specific primary source documents, and understand the difference between primary sources and secondary sources.
6. Recognize and be able to discuss the degree to which the many components of different civilizations might have developed independently.
7. Recognize and be able to discuss the degree to which the many components of different civilizations might have emerged from cross-cultural interactions.
8. Recognize and be able to discuss the difficulties posed in recovering histories and materials from some civilizations and from some sectors and classes of familiar civilizations.
9. Be able to identify and question some of the stereotypes that modern scholars and students impose on past eras and places

CLASS POLICIES

Attendance is necessary; much of the material will only be covered in our lectures. And class discussions. You are responsible for getting notes, and for all consequences of missed classes. Class participation will affect your grade, if it is conspicuously good, conspicuously lacking, or continually disruptive.

If you miss more than THREE classes, your grade will be lowered by a third of a grade (from B+ to B, for example). If you miss more than FIVE classes, your grade will be lowered by one full grade (B+ to C+, for example). Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the class.

Class Cancellation Policy. Sometimes class will be cancelled between class meetings due to certain circumstances not related to school closings. In most cases, if a cancellation must occur, I will notify the class via email and the course website the night prior to class. In SOME cases, an emergency may occur directly before the start of class at which time someone from the History department will place a notice on the door and alert those already in the classroom about the class cancellation.

Class will not be cancelled unless either of the above occurs (depending on circumstances).

In the event that I am late to class (or there is no prior notification), you must wait in the classroom for 20 minutes before you can pack up and leave. If this scenario ever does occur, I will send out notification after the class period to discuss make-up assignments, discussions, or schedule changes.

Classroom atmosphere. Courtesy and common sense, please. We are all adults; sometimes emergencies come up. If you have an emergency, feel free to step outside for phone use. However, talking to friends during lectures, wandering in and out, cell phones, and eating food are all badly distracting to everyone else. Have consideration and respect for your fellow students and instructor. Turn off all phones, tablets, computers, etc. in

class**. Once class begins, there should be no talking while I am talking. Chronic chatters and latecomers are disruptive and will be asked to leave.

****Laptops:** Laptop computers are fine for use during class for note-taking only and in compliance with the following rules: (1) Students using laptops must sit in the front rows of the class. (2) All Internet connections, audio, and video components should be switched off.

Respectful Exchange of Ideas. History is often a matter of perspective. Discussion is encouraged—in fact, required. Be mindful however to be polite, courteous and respectful to your classmates.

Course Material. Students are responsible for all material covered in class (announcements, lectures, discussions) whether you are present or not. Take responsibility for your own success in the course by completing all assignments on time to the best of your own abilities, work in and outside of class to understand the material, and ask for help when needed. If you are having trouble, let me know immediately. Make an appointment with me to discuss your ideas or problems.

No email submissions of papers, except in special cases with my prior permission. Written work is due in hard copy in class or via WordPress on the due date. Papers will not be considered “on time” unless and until I confirm receipt.

Late work will be graded down five points per day and ten points over a weekend.

Plan! Last-minute hard disk and printer failures are your problem, and do not constitute legitimate excuses. By the final exam period, all missing work becomes F work. Should you miss an exam or quiz based on an emergency – i.e. death in the immediate family or hospitalization of yourself due to illness – a make-up exam can be taken. A make-up exam will not be given without proper documentation by the student concerning why he or she was absent on the day of the test.

English as a Second Language. If English is not your first language, I will be happy to help you do your best in the writing assignments—by reviewing papers, offering extra help, that sort of thing. However, the result must be written in good standard English.

Students with Disabilities will be accommodated as required according to NVCC policies. If you receive services through the college and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

For more information, please visit: <https://www.nvcc.edu/disability-services>

Religious holidays. I have planned this course according to the NVCC calendar. If you observe a religious holiday that NVCC does not, please let me know and I will make necessary accommodations for you (but not for the whole class).

Academic honesty is expected in all tests and writing. As a member of the academic community, students are expected to recognize and uphold standards of intellectual and

academic integrity. Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with any member of the college community, students must give an accurate representation of the facts at hand. Students are required to refrain from any and all forms of dishonorable or unethical conduct related to academic work. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not the product of the student's own efforts is considered dishonest. Engaging in academic dishonesty can have serious consequences for the students.

Students proven to have been dishonest in submitting or presenting their work in a class will receive a grade of F for the assignment and may be subject to further disciplinary action. Record of the incident will also be kept in the student's file. If such an incident occurs and you would like to file a written appeal, you may do so with the academic director of the department.

Student Behavior. NVCC expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report any disruptive behavior that interrupts their ability to teach, compromises the

safety of the learning environment, or inhibits students' ability to learn.

Other Resources:

- Food Pantry: Student Life Food Pantry available to all students. Contact Marcie (mshreibman@nvcc.edu) or Cari (cdresser@nvcc.edu) or stop by Howsmon 108 for more information.

***Please note this syllabus and its schedule are subject to revision at any time during the semester. Revisions will be announced via the student's registered email and in class announcements.**

REQUIREMENTS AND GRADING

This course is heavily based on reading and discussing the assigned texts. In a nutshell: there are no exams in this course; instead, students will be graded on the following elements:

Class Participation: (20%) Class participation will be based on your attendance, your overall contribution to the discussion, and how prepared you are to engage with the class and subject matter. You should expect to join in all classroom activities and any class discussions.

Paying attention to lectures, visual media, AND completing your reading assignments are thus vital to your ability to participate with your classmates.

- Included in your class participation grade, may be class quizzes or homework. Quizzes/homework will be administered at any given time throughout the course.

They will usually cover assigned readings and assignments. You will have 5 to 10 minutes to complete the quiz and turn in for a grade. If you arrive after a quiz or leave before a quiz, there are no make-ups. If you arrive late and a quiz is already in progress, you will only have the remaining time to complete it. You will be allowed to drop your lowest quiz

Discussion Groups/Assignments: (10%) Each student will be assigned a discussion group. Discussion groups will meet each to discuss the people, events, themes, and readings of the week to connect it to a current event article. Each group will produce a one-page document summarizing their collective findings or other final product listed in instructions.

Museum Object Assignment: (15%) The Walters Gallery (Baltimore) or Freer (DC) Visual Analyses Both the Walters Art Museum and the Freer Gallery in DC have excellent collections of Islamic art objects and manuscripts. You will choose one object—an object on view in the galleries—and write a 3-page analysis of it. Detailed instructions will be handed out in class. (due 10 October)

* If you are unable to get to a museum, there is a virtual option available but that needs to be approved first.

Historical Analysis Assignments: (10% each; 3 total) The purpose of these assignments is to help you better engage you with your sources and aid in studying. All assignments are 1-2 pages and must include at least one primary source and one secondary source. ALL SOURCES MUST BE CITED.

- **Assignment #1 (pick one):** Describe the geography and environment of the Middle East. How did this shape the nature of states in Late Antiquity? What role did geography and environment play in the events of the Arab conquests? **OR** How does the biography of the Prophet Muḥammad take on religious and legal importance in the first three centuries of Islam? What challenges does this pose for historians? How did early Muslim scholars tackle these challenges? **OR** Can the medieval Islamic world be said to constitute a cohesive civilization? What elements of similarity can be found across the broad geography that we have studied thus far in class? What differences are there? What would a traveler from one end of the Muslim world recognize at the other? (due 3 October)
- **Assignment #2 (pick one):** When and how did Spain become part of the Islamic world? Why did it cease to be a part of it, and what consequences did this have? **OR** Compare the Arab conquests of the 7th century with the Mongol conquests of the thirteenth century. In what ways were they similar, and in what ways did they differ? Be sure to consider the cultural effects as well as military and political aspects of the conquests. **OR** How was the economic system of the Islamic world affected by the Age of Exploration? (due 24 October)
- **Assignment #3 (pick one):** Describe the structure of the Ottoman and the Safavid militaries. How did the two evolve over time? In what ways are the two institutions similar, and in what ways do they differ? **OR** What were some of the significant changes to the structure of the Ottoman state that took place during the 1600s? What were the main consequences of these changes? **OR** Why was

Napoleon's invasion of Egypt a turning point in terms of the relationship between Europe and the Middle East? What is the significance of this event? (due 14 November)

Final Project: (25%) Each student is required to produce a course project.

This project requires you to demonstrate your knowledge of the Middle East from Pre-Islamic Arabia through the 20th century. You will need to recall information, summarize, and draw conclusions on what you believe to be the most important events during this time period.

Your project will consist of three parts: a timeline, paragraphs for each events, and a paragraph explaining what you believe to be the most significant event in Middle Eastern History. The project spans the length of what we have addressed this semester. You may focus on any events, people, places, or eras addressed this semester. Be sure to read all the instructions (located under the Final project portion of our website)

Paper Format Work should be double-spaced with one-inch margins on all sides. Use a 12-point font in Times New Roman. Center the title of the work, then double space and begin with the paper text. Follow standard rules for grammar.

Though we are learning to write like Historians, I am not requiring you to learn the Chicago Citation Style. If you choose to experiment with Chicago Style, I will not count down for errors. Please see the Chicago Manual of Style for more information. If you are not using Chicago, all papers must be formatted using MLA. Please review the MLA Guide for information about quoting references and adding a Works Cited page on a separate sheet at the end of your paper to list source information. I will grade for correct use of style, if you choose to use MLA.

For each full page of text, your last name, and the page number should go in an upper right corner header. Example: Last Name – 2.

Grading Standards

C is the average expected performance of a college student. To receive a C you must complete all readings and assignments on time, demonstrate a basic knowledge of the material and write clearly and competently (all assignments must be well organized and follow the rules of correct spelling and grammar). To receive a B your work must be substantially better than average. To receive an A your work must be truly exceptional, NOT given for simply following directions.

Grades will be calculated as follows:

A = 100% to 93%, or 4.00	A- = 92% to 90%, or 3.67	B+ = 89% to 87%, or 3.33
B = 86% to 83%, or 3.00	B- = 82% to 80%, or 2.67	C+ = 79% to 77%, or 2.33
C- = 72% to 70%, or 1.67	D = 60% to 66%, or 1.	F = below 60% and receives no credit

Please note that to receive a passing grade for this course, ALL work must be completed and handed in. If you fail to turn in papers or projects, do not complete an assignment, or do not participate in class (in some manner)*, you will not receive a passing grade no matter what your other grades have been throughout the course.

* I understand that some of us are shy. If you are uncomfortable in speaking in class or in your discussion group, please make an effort to contact me through office hours to ensure your participation grade stays at a passing level.

COURSE SCHEDULE

This course is heavily based on reading and discussing the assigned texts. In a nutshell: while there are no mid-term or final exams, there is a tremendous amount of in-class discussion and writing assignments. Please be prepared prior to class with the readings and/or preparation questions.

(Week1)

8/22 Introduction

- Syllabus
 - Submit 1 question about the syllabus
 - Tell me 3 areas of interest (in regard to the Middle East)
- The Middle East Myths and Stereotypes
 - Watch “[What do you believe? Arabs, Muslims, and Stereotypes](#)” (TED Talk)
 - What three words or images do you associate with Arabs or Muslims?
- Please record your responses to today’s questions [here](#).

(Week 2)

8/27 Middle East Geography

- *A Concise History of the Middle East* – Chapter 1
 - Answer: How has physical geography affected the distribution of peoples and evolution of societies in the Middle East?
- Please record your responses to today’s questions [here](#).
- Gilgamesh (WP)
 - Answer these questions and bring hard copy to next class for Epic of Gilgamesh

8/29 Middle Eastern Civilization

- **Before Class:**
 - *A Concise History of the Middle East* – Chapter 2

- Lockman, Zachary. “In the Beginning.” In *Contending Visions of the Middle East* (WP)
 - What are the characteristics that are common among early Mesopotamian religion, Judaism, Christianity, and Islam?
 - Is Islam merely a Judeo-Christian heresy or a distinct monotheist religion? Why?
- **In Class Discussion:**
 - “It is the process of selective borrowing and creative recycling, which goes on even today, that makes delving into early images and attitudes useful for understanding how Islam and the Middle East would come to be understood and portrayed even in the modern era.”
 1. Explain the origins of the notions of East and West, and the persistence of this polarity.
 2. Did the Greeks see themselves as Europeans?
 3. How did the development of European Christianity and then Islam affect these notions?
 4. Discuss Europe's Arab-Muslim heritage

(Week 3)

9/3 Labor Day – No Class

9/5 Origins of Islam in Arabia and the Prophet Muhammad

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 3
 - Excerpts from the Quran (WP)
 - On [ritual life](#)
 - On [Abrahamic tradition](#)
 - On [God](#)

(Week 4)

9/10 The Rise of Islam

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 4
 - [Muhammad's last sermon](#) (WP)
- **In-Class Discussion:**
 - The Prophet ruled in the name of Islam. Did his successors?

9/12 The Islamic Empire

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 5
 - [The Pact of 'Umar](#) [Anon Arab Chronicler](#): The Battle of Poitiers, 732 (WP)
 - [Yakut: Baghdad](#) under the 'Abbasids (WP)
- **In-Class Discussion:**

- If Umayyad rule resulted in an Islamic revolution, what was the result of `Abbasid rule?

(Week 5)

9/17 Islamic Art

No new reading. In class exercise.

9/19 Museum Assignment

(Week 6)

9/24 Museum Assignment, continued

9/26 From Caliphate to Military State

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 6
 - [Ussama b. al-Munqidh](#) on the Franks (WP)
 - [A Christian/Muslim debate of the 12th century](#) (WP)
 - Ibn al-Athir: [On The Tatars, 1220-1221CE](#) (WP)
 - “The Merits of the Turks” – Jahiz, *Life and Works* (WP)
- **In-Class Discussion:**
 - “The Turks ... are the bedouin of the non-Arabs,” said Jahiz. Explain.
 - What kind of accounts did these sources provide? (enumerate and identify authors and sources as extensively and precisely as possible)
 - Describe the political situation of the Eastern Mediterranean at the arrival of the crusaders. • What were the motives of the Mongols for conquest and what attitude/interactions did they have toward/with the population—namely, toward Jews, Christians, and Muslims?

(Week 8)

10/1 Intellectual Life in the Islamic World

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 7
 - [Al-Hallaj’s sayings](#) (WP)
 - [Nizam al-Mulk](#) on courtiers and familiars of kings (WP)
 - [Hadith on fasting, collected by al-Bukhari](#) (WP)
 - Francis Robinson, “Knowledge, its Transmission, and the Making of Muslim Societies” (WP)

10/3 Intellectual Life in the Islamic World, continued

- **Historical Assignment #1 due**

(Week 8)

10/8 No Class – Fall Break

10/10 Europe and the Middle East: A Shared Renaissance

- **Museum Assignment due**
- Before Class:
 - Goody, 2004: "Past Encounters," 49-83. (WP)
 - Jerry Brotton, "A Global Renaissance," *The Renaissance Bazaar: From the Silk Road to Michelangelo* (2002): 33-61. (WP)
 - Eric R Dursteler, "An Urban Middle Ground," *Venetians in Constantinople. Nation, Identity, and Coexistence in the Early Mediterranean* (2006): 151-185. (WP)

(Week 9)

10/15 The Rise of Gunpowder Empires

- Before Class:
 - *A Concise History of the Middle East*, Chapter 8

10/17 The Rise of Gunpowder Empires, cont.

- Before Class:
 - Chris Bayly, "Political and Social Change in the Muslim Empires," in C.A. Bayly, *Imperial Meridian: The British Empire and the World, 1780-1830* (London and New York: Longman, 1989), 16-34 (WP)
 - Stephen Blake, "Safavid, Ottoman, and Mughal Empires," in Stephen Blake, *Time in Early Modern Islam: Calendar, Ceremony, and Chronology in the Safavid, Mughal, and Ottoman Empires* (Cambridge and New York: Cambridge University Press, 2013), 21-47. (WP)

(Week 10)

10/22 Empire in Iran: The Safavids

- **Before Class:**
 - Kathryn Babayan, "The Safavids in Iranian History (1501-1722)," in Touraj Daryaee, *The Oxford Handbook of Iranian History*, (Oxford and New York: Oxford University Press, 20012), 285-305 (WP)
 - Andrew Newman, "Monumental Challenges and Monumental Responses: The Reign of Abbas I (1587-1629)," in Andrew Newman, *Safavid Iran: Rebirth of a Persian Empire* (London: I.B. Tauris, 2008), 50-73
 - [al-Athir on the Tatars, 1220-21](#) (WP)
 - [William of Rubrick's account of the Mongols](#) ("religious debate at the khan's court" & "final audience with the khan") (WP)
 - *Recommended Reading*: Rudi Matthee, "Was Safavid Iran an Empire?" *Journal of the Social and Economic History of the Orient* 52 (2009): 840-873 (WP)

10/24 Mughals and the Splendor of Imperial Capitals

- **Historical Assignment #2 due**
- **Before Class:**
 - Catherine B. Asher and Cynthia Talbot, *India Before Europe* (Cambridge: Cambridge University Press, 2006), 25-52, 115-152 (WP)
 - John F. Richards, “The Economy, Societal Change, and International Trade,” in John F. Richards, *The Mughal Empire* (Cambridge: Cambridge University Press, 1995), 185-204 (WP)
 - François Bernier: [An Account of India and the Great Moghul, 1655 CE](#)
 - [The Great Moghul Aurangzeb: Farewell, 1707 CE](#) (WP)
 - *Recommended Reading:* Stephen Blake, “Comparison and Conclusion,” in Stephen Blake, *Shahjahanabad: The Imperial City in Mughal India, 1639-1739* (Cambridge and New York: Cambridge University Press, 1991), 183-211. (WP)

(Week 11)

10/29 Empire in Europe and the Arab World: The Ottomans

- **Before Class:**
 - Ira M. Lapidus, “Sultanates and Gunpowder Empires: The Middle East,” 347-394. (WP)
 - Robert Irwin, “The Emergence of the Islamic World System 1000-1500 (WP)
 - [The tribute of children, 1493](#) (WP)
 - [Ogier Ghiselin de Busbecq: The Turkish Letters, 1555-1562](#) (WP)
 - [The Status of Jews and Christians in Muslim Lands, 1772 CE](#) (WP)
- **In-class discussion:**
 - “No distinction is attached to birth among the Turks...,” which according to de Busbecq was the reason for Ottoman success. Do you agree? Why?

10/31 Empire in Europe and the Arab World: The Ottomans, continued

- Movie *Suleyman the Magnificent* or in-class exercise

(Week 12)

11/5 Imperial Crisis and the West

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 9
 - David Ayalon, “The Historian al-Jabartī and his Background,” in *Bulletin of the School of Oriental and African Studies, University of London*, Vol. 23, No. 2. (1960): 217-249 (WP)
 - Al-Jabarti, selection (13 pages). (WP)
 - “The Frankish Character” – Usama b. Munqidh, *Arab-Syrian Gentleman* (WP)
- **In-class discussion:**

- Was the breakdown of the “circle of equity” a symptom or the cause of Ottoman decline?

11/7 Imperial Crisis and the West, continued

- Movie : *Youssef Chahine, Adieu, Bonaparte!* (Egypt/France, 1985—113 min.)—*selection* or in-class exercise

(Week 13)

11/12 The Middle East in the Age of Colonialism and Nationalism

- **Before Class:**
 - *A Concise History of the Middle East*, Chapter 11
 - S. V. R. Nasr, “European Colonialism and the Emergence of Modern Muslim States,” 549-600. (WP)
 - Eric Hobsbawm, “Introduction: Inventing Traditions,” in *The Invention of Tradition*, eds. E. Hobsbawm and T. Ranger (1983): 1-14. (WP)
 - Susan Bayly, “Racial Readings of Empire: Britain, France, and Colonial Modernity in the Mediterranean and Asia,” in *Modernity & Culture: From the Mediterranean to the Indian Ocean*, eds. Leila T. Fawaz and C.A. Bayly (2002): 285-313. (WP)
 - **Recommended Reading:** Ch.13: OHI Stephen Dale, “The Islamic World in the Age of European Expansion 1500-1800,” in *CHIW* Sarah Ansar (WP)

11/14 The Middle East in the Age of Colonialism and Nationalism, continued

- **Historical Assignment #3 due**
- **Movie:** Annie Coombes, *The Colonial Encounter* (2002, 25 min.).

(Week 14)

11/19 Islam and the Middle East in European Thought

- **Before Class:**
 - Albert Hourani, “Islam in European Thought,” *Islam in European Thought* (1991): 32-60 [sections 6 to 11]. (WP)
 - Edward Said, *Orientalism* (1978): 1-9, 31-49. (WP)
 - Abdel Malek, Contemporary Arab Political Thought “Ziya Gokalp”
 - Encyclopedia of Islam “Discourse of the Veil” (WP)
 - Ahmed, Women and Gender in Islam (WP)
- **In-Class:**
 - Are national identity and gender identity cultural or natural? Why?

11/21 Islam and the Middle East in European Thought, continued

- **Before Class:**
 - Selections from *Arabian Nights* (WP)

- In-Class Exercise on Orientalism

(Week 15)

11/26 **The First World War and the Middle East States**

- **Before Class:**
 - *A Concise History of the Middle East*, Chapters 13 and 14
 - Gettleman and Schaar, *The Middle East and Islamic World Reader*, 113-118, 125-127, 170-171 (WP)

11/28 **The First World War and the Middle East States, continued**

- **In-class discussion:** Who were more important in shaping the Middle East after WWI, imperialists or nationalists?

(Week 16)

12/3 **From Resistance to Independence**

- **Before Class:**
 - “The Drive for Independence: The Twentieth Century,” *The Venture of Islam*, Vol.III, pp. 357-409. (WP)
 - Sarah Ansari, “The Islamic World in the Era of Western Domination: 1800 to the Present” (WP)
 - Jankowski, James. "Arab Nationalism in 'Nasserism' and Egyptian State Policy, 1952-1958." In *Rethinking Nationalism in the Arab Middle East*. Edited by J. Jankowski and I. Gershoni. (WP)

12/5 **From Resistance to Independence, continued**

- Movie: Fadel, Mohamed. [*Nasser 56*](#). Egypt, 1996.

(Week 17)

12/10 **Reserve for any schedule changes or to work on final projects**

12/12 **Final project due in class.**