

## **AUTUMN 2009 COURSES ON THE STUDY OF ISLAM AND MUSLIM SOCIETIES**

For course schedules and most updated information: <http://explorecourses.stanford.edu/>

### **AFRICAN AND MIDDLE EASTERN LANGUAGES:**

#### **AMELANG 1A: Beginning Arabic, First Quarter (Instructor: Aweiss, S.; Obeid, K.)**

One-year sequence. Emphasis is on reading and writing standard Arabic (*fusha*).

#### **AMELANG 11A: Intermediate Arabic, First Quarter (Instructor: Salti, R.)**

Speaking, listening, reading, and writing, emphasizing Arabic grammar and functional applications.

#### **AMELANG 21A: Advanced Arabic, First Quarter (Instructor: Aweiss, S.)**

Language proficiency through use of complex and compound sentences. Media Arabic, literary works, the Arabic Internet, films, and cultural productions. Continuation of 11C.

#### **AMELANG 23A: Reading Arabic, First Quarter (Instructor: Barhoum, K.)**

For seniors and graduate students who need to acquire reading ability in Arabic for the Ph.D. or for advanced research in their own field.

#### **AMELANG 31: The Contemporary Arab World and Culture through Literature (Instructor: Barhoum, K.)**

Readings from prominent authors dealing with topics such as gender and women, kinship and social concepts, nationalism, and religion. Texts delineating the cultural uniqueness of the Arab world include works by Naguib Mahfouz, Nawal El-Saadawi, Ghassan Kanafani, Tayyeb Salih, Etel Adnan, and short stories and poetry. No knowledge of Arabic required; extra unit for readings in Arabic. Limited enrollment.

#### **AMELANG 107A: Intermediate Swahili, First Quarter**

#### **AMELANG 127: Land and Literature (Instructor: Shemtov, V)**

Israel has captured the imagination of writers throughout the generations. It has been portrayed as promised land, holy land, homeland, empty land, occupied land, and land of dreams. Ideological views and political events have shaped writers' conception of Israel. Readings include poems, prose, and theoretical texts about place and literature. No knowledge of Hebrew required.

#### **AMELANG 129A: Intermediate Hebrew, First Quarter (Instructor: Porat, G.)**

#### **AMELANG 144A: Beginning Persian, First Quarter (Instructor: Fahimi, S. )**

#### **AMELANG 184A: Beginning Turkish, First Quarter (Instructor: Ozisik, N. )**

#### **AMELANG 185A: Intermediate Turkish, First Quarter (Instructor: Ozisik, N. )**

Continuation of 184C. Fulfills the University foreign language requirement.

#### **AMELANG 297: Directed Reading in African and Middle Eastern Languages**

May be repeated for credit. Prerequisite: consent of instructor.

(Instructor: ; Ajaelo, G.; Aweiss, S.; Barhoum, K.; Fahimi, S.; Levitow, J.; Mohochi, E.; Negip-Schatt, S.; Nyam, K.; Obeid, K.; Ozisik, N.; Porat, G.; Salti, R.; Shemtov, V.; Sibanda, G.; Sow, A.; Tesfamariam, I. )

#### **AMELANG 395: Graduate Studies in African and Middle Eastern Languages**

Prerequisite: consent of instructor.

(Instructor: ; Ajaelo, G.; Aweiss, S.; Barhoum, K.; Camara, D.; Fahimi, S.; Levitow, J.; Mohochi, E.; Nyam, K.; Obeid, K.; Ozisik, N.; Porat, G.; Salti, R.; Shemtov, V.; Sibanda, G.; Sow, A.; Tesfamariam, I. )

### **COMPARATIVE LITERATURE:**

#### **COMPLIT 222: Time-Travel Literature (Instructor: Cooperson, M.)**

A study of narratives whose heroes travel physically from one historical period to another. Covers utopian and dystopian travel to the past as well as the future in works from the French, Spanish, British, American, German, Russian, Arabic, and Persian traditions. Investigates the appearance of

time-travel literature in the 1770s, the development of such conventions as the time machine, and the depiction of past and future societies in writing and film. Explores the relationship between temporality and historical imagination in enlightenment, modern, post-modern and post-colonial contexts. (May include supplemental session for students who can address original texts in Arabic.)

**COMPLIT 248: Afghanistan: Literature and History (Instructor: Shamel, M. )**

Sources include poetry, short stories, novels, film, and secondary sources.

**COMPARATIVE STUDIES IN RACE & ETHNICITY**

**CSRE 183/AMSTUD 183: Border Crossings and American Identities (Instructor:Duffey,C. )**

How novelists, filmmakers, and poets perceive racial, ethnic, gender, sexual preference, and class borders in the context of a national discussion about the place of Americans in the world. How Anna Deavere Smith, Sherman Alexie, or Michael Moore consider redrawing such lines so that center and margin, or self and other, do not remain fixed and divided. How linguistic borderlines within multilingual literature by Caribbean, Arab, and Asian Americans function. Can Anzaldúa's conception of borderlands be constructed through the matrix of language, dreams, music, and cultural memories in these American narratives? Course includes examining one's own identity.

**HISTORY:**

**HISTORY 14N: The Crusades (Instructor: Buc, P.)**

What were the European crusades? How can we explain this phenomenon, which mobilized entire societies for holy wars against pagans, Muslims, heretics, and sometimes bad kings? Was religion the main motivator, or should one factor in economics and political ambitions? How did European minorities, including Jews, fit within this phenomenon? Was there a difference between crusading warfare and ordinary warfare?

**HISTORY 84Q: The American Empire in the Middle East since the Cold War: Afghanistan, Iraq, and Israel/Palestine (Instructor: Beinin, J.)**

What were the traditional objectives of U.S. policy in the Middle East since the end of WW II? What forces shaped U.S. policy towards the Middle East? Did those interests and the means employed to pursue them change substantially after the demise of the Soviet Union? What has been the impact of U.S. policy on the region itself? The three principal cases to be examined are Afghanistan, Iraq, and Israel/Palestine.

**HISTORY 182C: From Prophet to Empire: The Making of the Muslim Middle East, 600-1500 (Instructor: Ferguson, H.)**

Traces the establishment of a Muslim religious and political presence in the Middle East from the formative years of conquest in Arabia and early experiments in state formation to the emergence of empires defining the early modern world. Explores the construction of a remarkable social, intellectual and artistic culture out of the various indigenous and imported elements then available.

**HISTORY 96/196: Modern South Asia (Instructor: Kumar, A. )**

History and politics of the Indian subcontinent across two centuries of transformation. Topics: interactions among colonial power, nationalism, and modern institutions; S. Asia at the crossroads of world history in an age of empire, capitalism, and war; history and memory through political traditions, social movements, and religious experiences that shaped S. Asian modernity; from Edmund Burke to Gandhi; East India Company's statemaking to origins of nationality; Tagore to Iqbal; peasants and rebels to liberals and revolutionaries; decolonization and Partition.

**HISTORY 217B/317B: Land of Three Religions: Medieval Spain (Instructor: Miller, K.)**

The history of the Iberian peninsula from the Islamic conquest of 711 to the Christian expulsion of the Jews in 1492. Focus is on forms of confrontation, confluence, and hostile indifference among medieval Jews, Christians, and Muslims. What were undercurrents of aggression that gave rise to

persecution of the other; what elements of commonality among groups gave rise to intellectual advancements?

**HISTORY 281/381: Economic and Social History of the Modern Middle East (Instructor: Bein, J.)**

The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market are combined with possible case studies of Egypt, Iraq, and Palestine.

**INTERNATIONAL POLICY STUDIES:**

**IPS 264: Behind the Headlines: An Introduction to Contemporary South Asia (Instructor: Manuel, Anja L.)**

Introduction to South Asia. Historical forces that shaped the region: diverse religions and ethnicities, geography, and colonialism. Recent history and current state of the region: rise of the Taliban and Al Qaeda in Afghanistan; Pakistan's government, military, and mullahs; U.S. intervention in Afghanistan, its relationship with Pakistan, and its policy shift toward India; regional problems and opportunities amongst neighboring countries; and the economic and political rise of India.

**INTERNATIONAL RELATIONS:**

**INTNLREL 120: Terrorism and Security In Israel: Law and Politics**

The course will discuss the special challenges that Israel faces in the area of security and anti-terrorism. The course will address the different mechanisms used by Israel in this context, their legal and political context and public response to their use. The course will discuss the law of emergency in Israel in general as well as specific topics such as interrogations of suspects in terrorist activities, detentions, censorship, targeted killings of suspected terrorists, profiling and special issues related to the occupied territories (such as the security barrier). The analysis will use comparative case studies from other countries, as well.

**OVERSEAS STUDIES**

**OSPGEN 43: Turkey at the Crossroads of Energy, Sustainability, and Geography (Instructor: Kovscek, A.)**

Current analysis of energy systems and sustainability in Turkey. Energy Resources Engineering analysis of sustainability and use of energy resources. Questions of resources, extraction, transportation, and environmental quality are considered in concert. Comparative study of conventional fossil fuel energy resources versus renewable geothermal and solar energy.

**POLITICAL SCIENCE:**

**POLISCI 23SC: American Foreign Policy and the Challenges of the Twenty-First Century (Instructor: Stedman, S.)**

Investigation of foreign policy challenges and choices facing the Obama administration. Topics include examination of domestic constraints such as public opinion, Congress, and bureaucracy on foreign policy, and international challenges of climate change and energy, nuclear policy, biological security, failing states and regional conflict, terrorism, global economic crisis, and the ongoing crises in the broader Middle East. A 48-hour simulation occurs at the end of the course.

**POLISCI 43N: Oil, Regime Change, and Conflict (Instructor: Karl, T.)**

Preference to sophomores. Relationships among dependence on oil export, democratization and authoritarian rule, and rising conflict. Case studies including Venezuela, Nigeria, Iran, Iraq, Chad,

and Indonesia. The resource curse: the impact of oil on a country's political economy. The relationship between such economic dependence and regime type. Why oil exporting countries are more prone to conflict and civil war than other countries. Research paper.

**POLISCI 118P/218: U.S. Relations in Iran (Instructor: Milani, A.)**

The evolution of relations between the U.S. and Iran. The years after WW II when the U.S. became more involved in Iran. Relations after the victory of the Islamic republic. The current state of affairs and the prospects for the future. Emphasis is on original documents of U.S. diplomacy (White House, State Department, and the U.S. Embassy in Iran). Research paper.

**PROGRAM IN WRITING & RHETORIC:**

**PWR 1AO: Writing & Rhetoric 1: Visual Rhetoric across the Globe: Capturing Culture in Images (Instructor: O'Brien, A.)**

How does the controversial Sony PlayStation Portable billboard in Holland shape ideas about gender, nationalism, and power? How do viewers from Europe, America, or the Middle East respond differently to black and white women's bodies fighting nearly naked in the ad? What about political cartoons depicting human rights abuses in China or cartoons imposing Swine Flu blame on Mexico? What is the impact of media coverage on terrorism for U.S.-Islamic relations at home and abroad? How do we and others perceive these images; how do they reflect current issues and at the same time shape public opinion? This course will address questions about visual rhetoric across the globe while teaching you how to write powerful, effective essays examining how images shape key international issues facing our world today. We'll analyze a range of political cartoons, billboard advertisements, and street-scene photographs in light of Mark Rice-Oxley's argument about the globalization of popular culture, such as Hip Hop in Beijing or McDonald's in Russia. Through a class visit to the Cantor Museum and the Hoover Collection, we will look historically at the power of Cuban propaganda and South African election posters. We'll read Doug Marlette's and Daniel Okrent's essays on cartoons and photojournalism for their different thesis statements on the ways in which what we see around the world is shaped by the images chosen to tell that story. Then you will build a research argument about how visual texts both reflect and shape the contours of an issue that matters to you. Satisfies WR-1.

**RELIGIOUS STUDIES:**

**RELIGST 16N: The Story of Human Virtues (Instructor: Sadeghi, B.)**

Bravery, Temperance, Generosity, Justice, Wisdom, and Friendship. Plato and Aristotle on human virtues, and select Muslim, Jewish, Christian, and secular appropriations and transformations of that Greek heritage.

**RELIGST 102: Modern Islam (Instructor: Nanji, A.)**

How Muslims have engaged in diverse ways with the Modern World and with new ethical, social and global challenges? How Muslim thinkers have shaped or been shaped by current trends and events and met challenges of identity, secularization and the nation-state?

**RELIGST 201/301: Classical Islamic Law (Instructor: Sadeghi, B.)**

Emphasis is on methods of textual interpretation. History of premodern Islamic law, including origins, formation of schools of law, and social and political contexts. Laws of sale, marriage, divorce, and the obligation to forbid wrong.

**RELIGST 222B/322B: Sufism Seminar (Instructor: Bashir, S.)**

Sufism through original texts and specialized scholarship. Prerequisite: ability to read at least one major language of Islamic religious literature (Arabic, Persian, Turkish, Urdu).

## **SOCIOLOGY:**

### **SOC 143/243: Society and Culture in Israel (Instructor: Lev-On, A.)**

The ideologic origins and development of Israeli society; religious, ethnic and national cleavages, and their manifestations in Israeli public life, institutions of communication, and politics.

## **SPECIAL LANGUAGE PROGRAM**

### **SPECLANG 104A: Beginning Albanian, First Quarter**

### **SPECLANG 107A: Beginning Bulgarian, First Quarter**

### **SPECLANG 192A: Beginning Kazakh, First Quarter (Instructor: Kunanbaeva, A.)**

Grammatical structures, vocabulary, and sentence patterns through speaking, reading, writing, and listening. Kazakh culture.

### **SPECLANG 193A: Intermediate Kazakh, First Quarter (Instructor: Kunanbaeva, A.)**

Continuation of 192C. Fulfills the University language requirement.

### **SPECLANG 238A: Beginning Uzbek, First Quarter (Instructor: Kunanbaeva, A.)**



ABBASI PROGRAM  
IN ISLAMIC STUDIES  
Stanford University

For more information about the Abbasi Program in Islamic Studies,  
<http://islamicstudies.stanford.edu>