

Final Exam Study Guide

Do not write on this paper—bring it to final!

Our final examination will be held on class 1 of week #15, for 3 hours in our normal classroom. Please arrive promptly at the starting time—you will not be given extra time if you are tardy. The exam will consist of two parts: a map section and a long essay question. Although it may seem short, doing a good job on the comprehensive essay question will require time, as well as a thorough re-reading/editing of your work.

Map (20 points): Go to <http://www.about.com> to download practice maps of Middle East and Israel/Palestine. You will be asked to identify 10 of the following:

Morocco	Mediterranean Sea	West Bank
Algeria	Red Sea	Sinai peninsula
Tunisia	Black Sea	Shatt al-Arab
Libya	Nile	Kuwait
Egypt	Tigris	Iran
Syria	Euphrates	Baghdad
Turkey	Takrit	Saudi Arabia
Lebanon	Cairo	Mecca
Israel	Jerusalem	Kurdish lands
Jordan	Istanbul	Gaza Strip

Long Essay (80 Points): This section will include one of the following questions. Since you will not know which one I will choose, it will be in your best interest to prepare all three. Your essays should reflect a thorough understanding of the information presented in class and in assigned readings. Begin your essay with a general statement on the subject, define all terms, present a thesis, and use specific details to support your argument. In other words, I do not want a laundry list of “facts”—**be analytical!** The questions are broad, and your answers should be comprehensive. Feel free to include material from your own research where applicable.

1. Discuss the factors (in order of importance) that led to the Iranian Revolution of 1979. [Hint: you will need to go back to the 19th century (or earlier) to do an adequate job of answering this question]. Then, evaluate the success of the revolution in terms of creating an Islamic Republic. In this segment of the question, you will need to address the compatibility (or incompatibility) of Islam and democracy. Finally, you will need to gauge the success (or failure) of secularism in the Middle East utilizing two case studies.
2. Examine the 1967 war and its aftermath through the following lenses: the historiographical approach as presented by Schulze’s text, pp. 33-60; the primary

- source approach utilizing documents 10-15 in the Schulze text; the fictional approach, utilizing Khalifeh and/or Kanafani; and textbook/lecture approach, utilizing Cleveland, pp. 328-333, 346-358 and your lecture notes. What are the strengths and weaknesses of each type of source, and how does each work to give you a fuller picture of this watershed event and its aftermath. In your conclusion please examine which is most useful for understanding the current situation.
3. French-educated, Egyptian feminist Doria Shafik had the following to say immediately after the Egyptian revolution, in her *Bint al-Nil [Daughter of the Nile]*, monthly magazine (issue #81, Aug. 1952):

Before today people have not witnessed such complete support for a movement as [have] the people of Egypt. Among various classes and neighborhoods, they support the blessed renaissance, which was undertaken by the intrepid Egyptian army and its leader, rescuer of the constitution and defender of sacred individual rights, Muhammad Bey Neguib, commander in chief of the armed forces. Together, the people applaud the restitution of their esteem and the reorganization their affairs. From the beginning [this] earnest renaissance purged and reformed (society), removing causes of corruption and uprooting them from their origins, all of which advanced the blessed renaissance in its decreed path, increasing the happiness of the people. The people increased their elation over the brave men of their army who [increased] their pride by improving the management of their affairs. They are delighted in the complete renaissance which reflects the people, their rights, and their authority--from the citizenry as a whole—[bringing about] their freedom and happiness after a long period of deprivation.

The Egyptian woman, in announcing her total support for this blessed renaissance, also announces her readiness and her suitability to take her proper place in the nation's lines behind the army to bring forth the nation's glory, its freedom, and the happiness of its citizens, men and women together.

God bless the rebirth of a new Egypt and protect the guardianship of the constitution and the rights of the people so that they will be uplifted [and] brought closer to [God's] success.

- First, utilizing Shafik's standards, measure the success of Turkish revolution up to that point (1952).
- Second, again utilizing Shafik's standards, measure the success of the Egyptian revolution from 1952-2000. Be sure to include material from literary sources, *Nasser 56*, lecture, Cleveland, and Schulze.
- Third, discuss why the Nasserist model became "the model" for leadership in the Arab world, examining both internal and external factors.