

HTS 2041- History of the Modern Middle East

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The objective of this course is to provide a basis for understanding historical processes (both global and local) within the Middle East and North Africa in the modern period. “Student will demonstrate the ability to describe the social, political, and economic forces that influence the global system ”by examining the transformation of multiethnic world empires in the sixteenth century to nation-states in the 20th century and by tracing the transformation of the Middle East economy, once a self-sustaining system at a central node of world trade, into a marginal economic region dubbed part of “the Third World” and by tracing the changing relationship of the Middle East to Europe and later, the United States. Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior by examining the currents of social change wrought by these political and economic transformations, focusing particularly on the rise of new social and political movements and the new sorts of identities, social categories and notions of personhood they were based upon. At the heart of our discussions will be questions about the nature of the interrelationship between “East” and “West,” Middle East exceptionalism and the political, contested nature of historical sources.

Gen Ed Learning Outcomes

Gen Ed Area E Approved Learning Outcome

Students will gain an understanding of how political and economic forces have shaped social change in Middle Eastern societies by analyzing how political and economic changes in the region in the 19th century gave rise to new social and political movements (nationalism and Islamism in particular), social categories and identities. They will also examine how the past has shaped present forms of everyday life, politics, society, and cultural expression in the Middle East and beyond. Students will demonstrate that they have met the Area E learning outcome through writing weekly response papers, participating in discussions and completing an in class midterm and final.

Gen Ed Area II Approved Learning Outcome

Students will learn about how social, political, and economic forces influence the global system by analyzing the transformation of state and society under the impact of a changing world economy and European imperialism, with a particular focus on the transformation of multiethnic world empires in the sixteenth century to nation-states in the 20th century, the transformation of the Middle East economy into a marginal economic region dubbed part of "the Third World," and the changing relationship of the Middle East to Europe and later, the United States. Students will demonstrate that they have met the Area II learning outcome through completing a map quiz, and writing five short "response" papers about assigned readings, participating in discussions and completing an in class midterm and final

Required Texts:

William Cleveland: *A History of the Modern Middle East*

Akram Khater: *Sources in the History of the Modern Middle East*

Edmund Burke: *Struggle and Survival in the Middle East*

Marjane Satrapi: *Persepolis*

Supplementary materials:

Other required readings are available on T-Square. These are indicated as an asterisk (*) on your syllabus.

Grading

- Map Quiz: 5%
- Mid-term: 35%
- Final: 35%
- Participation: 25% [includes response papers, in class activities, discussions etc.].

Response Papers

Over the course of this class you are required to write 5 response papers, of approximately 300 words in length typed (1 page, double spaced) Topics and due dates are listed on the syllabus.

These papers are designed to do several things:

- 1) to give you an opportunity to reflect on particular historical sources within the context of the wider issues we'll be discussing in class.
- 2) to prepare you to participate effectively in class discussions.
- 3) to help you practice the writing and thinking skills you will need on the midterm and the final.

They are to be posted in the "Forum" section of T-sq on **12pm the day of discussion.**

I will grade them essentially on a pass/fail basis (3 points: excellent, 2 points: good, 1 point: needs improvement) but they should display some evidence of thought and effort. One way you can do this is by **providing specific examples and quotes from the readings and primary source materials** in all of your papers.

Late Paper Policy

Reaction Papers: If turned in after 12pm but before the next day, 1 point deduction. Otherwise, late reaction papers will not be accepted.

Policy on Attendance

You may have noticed that this syllabus does not include a grade for attendance. It is my feeling that you have made a choice to be in this class. It is up to you to take responsibility for being here or not, as the case may be. If you decide to attend, I expect you to adhere to the guidelines for participation and classroom conduct as well as the student responsibilities listed below. If you chose (or are unable) to attend certain class sessions, you are responsible for finding out what you missed during that class period. Outlines of the lectures and handouts will be posted on T-Square, but the content of the lectures will not. Note: I am not responsible for giving you lecture notes. This should be an incentive to become more friendly with your fellow students, who may be persuaded to help you out in such a situation. **I reserve the right to institute an attendance policy at any pointy during the semester if attendance as a whole becomes a problem.**

Honor Code

Students in this class will be expected to abide by the Georgia Tech Honor Code and avoid any instance of academic misconduct, including but not limited to the substitution of material that is wholly or substantially identical to that created or published by another individual or individuals; false claims of performance or work submitted by the student; possessing, using, or exchanging *improperly* acquired

written or verbal information in preparation for, or in writing, an exam or paper. If you have any questions, please consult with me and read the Honor Code, which is available at: www.deanofstudents.gatech.edu/Policy/code.in.sections.htm#AHC .

Also, ignorance is not a defense that's going to help you out if you find yourself in the unfortunate position of having plagiarized something.

Participation and Classroom Conduct

You are expected to come to class prepared to contribute actively to classroom discussions and activities. This will not only enhance your own learning experience but the experience of your fellow students. Good participation entails not only speaking and sharing your thoughts on a regular basis, but also being considerate and respecting the views of others. To earn high points in the participation part of the final grade, students will have demonstrated their awareness of the different functions of classroom comments by:

1. varying their discussion strategies,
2. considering what they say before they say it,
3. taking intellectual risks, and
4. always respecting the feelings of peers by not interrupting classmates while speaking and acknowledging interesting ideas.

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor responsibilities:

- Start and end class on time.
- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are enjoyed equally by all students in the course.

Student responsibilities:

- Come to class on time, and refrain from packing up belongings before class ends.
- Turn off all electronic devices that might create a disruption in class.
- Be quiet and give full respectful attention while either instructor or another student is speaking.
- When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.

I expect you to fulfill your responsibilities to me and to your fellow students. By the same token, if I am not meeting my responsibilities to you I expect you to let me know. In short, let's make our classroom a comfortable space for real intellectual dialogue, where everyone has the opportunity to contribute.

Course Schedule and Readings

Introduction

June 23 (M) Introduction: What and where is the Middle East?

June 24 (T) The Rise and Development of Islamic Society

Cleveland: chaps. 1-2

*Film: Empire of the Faith

<http://www.youtube.com/watch?v=yX3UHNhQ1Zk>

Part I: Empire and Early Modern Society

June 25 (W) The Gunpowder Empires: Ottoman and Safavid Rule

Cleveland: chap. 3

Burke: Shemsigul: A Circassian Slave in Mid-19th Century Cairo

Blog post #1: Consider the facts of Shemsigul's case. Do you think she received justice?

Part II. Nineteenth Century Transformations: European Imperialism, Reform and Indigenous Responses

June 26 (Th) Defensive Developmentalism

Cleveland, Chap. 4

*Napoleon in Egypt

*Observing Mohammed Ali and his administration at work

June 30 (M) Law, Citizenship and Identity in the Ottoman Empire
Cleveland, chap. 5

Khater

1.1 Hati Sharif of Gulhane

1.2 An Ottoman Government Decree

*Islahat Fermani

*Namik Kamal

Blog Post #2 Focusing on at least two of the above documents, discuss how 19th century states and political elites tried to redefine ideas of citizenship and political community. How might this be different from older ideas about ruling communities? Do you see any continuities?

July 1 (T) Orientalism, Imperialism and Colonial Rule

Cleveland, Chap. 6

Khater:

2.2 An Egyptian Khedival Decree Est. a European Controlled Public Debt Administration

2.3 The Concession for Tobacco Monopoly in Iran

Map Quiz

July 2 (W) Social Impact and Popular Reaction to Imperialism, Colonialism:

Secularism, Modernity and Politics

Cleveland, Chap. 7, 8

July 3 (Th): Class Cancelled

July 7 (M) Social Impact and Popular Reaction to Imperialism, Colonialism: The View from Below

Burke:

Assef, A Peasant of Mt. Lebanon

Journeyman Textile Weavers in 19th Cent. Damascus

Khater, 2.5: A Coal Miner's Life During the Ottoman Empire

*Wassif Jawhariyyah

Blog post #3

Topic: Write a letter to the editor about the 19th century reform and social changes we've been discussing from the perspective of a historical protagonist (ex: member of the religious establishment, a Turkish bureaucrat, an Arab peasant, a coal miner etc). Best 3 get extra credit.

July 8 (T) How the Middle East became “The Middle East”: WWI and its Aftermath

Cleveland, Chap. 9

Khater:

4.4 The Balfour Declaration

5.3 The Resolution of the General Syrian Congress

5.4 The American King-Crane Commission Report

Part III. Nationalism and State Building in the Interwar Period

July 9 (W) New Nationalisms and Nation States

Cleveland, Chap. 10-12

July 10 (Th) The Palestine Mandate, the Nakba and the Founding of Israel

Cleveland, Chap. 13

*Declaration of the State of Israel

*Shlaim: The Debate about 1948

Khater:

5.8 The Arab Case for Palestine and a bi-national state

Watch film: al-Nakba for discussion during class today. (link for film is on T-Sq).

Blog post # 4

You may write on any aspect of the film “al-Nakba” which interests you. Some issues to consider: how does the account of Israel’s founding in the film differ from that presented in The Declaration of the State of Israel? What, according to Shlaim is the debate about 1948? What is at stake for Palestinians in this debate? What’s at stake for Israelis? In other words, what is the big deal about history for both protagonists?

Midterm

July 14 (M)

July 15 (T) The Middle East in the Age of Nasser
Cleveland, Chap. 15-16
*Tigers on the 10th Day
* Speech Delivered by Abdel Nasser

Part VII: Struggles for the Present: The Contemporary Era

July 16 (W) The Arabian Peninsula in the Petroleum Era
Cleveland, Chap. 20
Burke:
Ahmed: Kuwaiti Pearl Diver

July 17th (Th) Israel, the Arab States and the Palestinians
Cleveland Chap. 17, 23

Burke:
Ghada: Village Rebel or political protestor (319)
June Leavitt: A West Bank Settler (387)
Abu Jamal: A Palestinian Urban Villager (268)
Khater 9.5: Arab Israeli Soccer Players

Topic: Each reading above provides an account of the life of an individual affected by the Israel-Palestine conflict: Ghada is a Palestinian woman who lives in the West Bank, June Leavitt is a Jewish settler, also on the West Bank, Abu Jamal is a Palestinian man who lives in the West Bank and The Arab-Israeli Soccer players are Palestinian citizens of Israel. The topic of your reaction paper is open—you can focus on any aspect of the readings you wish—but you must deal with at least two of them (one way to approach this is to think comparatively about the relationship of different individuals is to the conflict and how it effects their lives. How do things like gender, citizenship, political affiliation, place of residence, legal status etc. make a difference in shaping lives and possibilities)

July 21 The Iranian Revolution
Cleveland, Chap. 18
Khater: 7.3: Ayatollah Khomeini Denounces the Rule of the Shah
Persepolis
BLOG POST #Topic: I will hand out some questions for discussion prior to class. Pick one of them and write your reaction paper about it.

July 22 the Islamic Revival

Gulf Wars: Iraq under the Ba'ath

Cleveland, Chap. 21, 25

Khater 6.2 Saddam Hussein Proclaims History as a tool for Educating the Masses

Khater:

8.1 Egyptian Writer Said Qutub Articulates a New, Influential Vision of Jihad

8.4 Ussama Bin Laden Calls on Muslims to Take up Arms

9.7 Young Veiled Women Embracing Their Lovers

Burke:

Nadia: Mother of the Believers (366)

April 21&23 (M&W) Revolutions and Counter Revolutions:

Cleveland, Chap. 26

*Issander el-Amrani: Three Decades of a Joke that Just Won't Die

April 25 (F): Wrap up

Final: April 28 (Mon.) 8:30-10:50