

ASH 3223: History of the Modern Middle East

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University of Florida
Fall 2016
T Period 4 10:40-11:30
Th Periods 4/5 10:40-12:35
Keene-Flint 119

COURSE DESCRIPTION:

This course surveys the history, politics, and society of the Middle East from the early-19th century until the present day. We will think critically about: the transformation of the Middle East from autonomous Islamic empires to colonized mandates to independent states; the development of collective identities such as nationalism; the role of religion and ethnicity in political and social life; the formation and mobilization of new social classes and changing gender relations; the Middle East through the lenses of European colonialism, decolonization and the Cold War, and increased American involvement; revolution, war, and civil strife; and popular culture. *No previous knowledge is required for this course.*

COURSE AIMS:

- 1) To introduce students to **the major historical transformations of the modern Middle East over the past 200+ years**. Clearly we cannot—*nor will we attempt to*—cover the region's history fully; instead, this survey will introduce you to major themes, actors, and problems in the modern history of the region. Geographically, we will focus on the Eastern Mediterranean (Turkey and the Eastern Mediterranean, known as the *Mashriq*), with some attention paid to North Africa (Egypt and the *Maghrib*) and Iran.
- 2) To promote **historical thinking**—the ability to analyze texts as well as conceptual and thematic issues critically, not simply to memorize and regurgitate historical “facts.” We will concern ourselves with asking: a) how historical actors interpreted the world they lived in as well as the changes they lived through and to an extent took part in affecting; b) *why* and *how* certain historical developments occurred; c) how and why individuals, social groups, and states construct particular narratives of the past; and d) how professional historians interpret, analyze, and craft histories of the region.

EXPECTATIONS:

- 1) Attendance and active participation** in all course sessions is mandatory. It is your responsibility to sign in on a daily basis—retroactive attendance will not be credited. **Cumulative absences beyond two “free passes” for reasons other than legitimate, documented illness or emergency will be penalized.** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**** See “Grades” section below for an explanation of what I mean by “active participation.”**

The attached **Schedule** lists the daily topics and reading assignments. **Please make sure you are prepared for each day's discussion by having read the reading assignments closely and critically before each session**, since I may call on students at random.

For any given set of readings, consider the following questions as a starting point from which to develop your own thoughts: What kind of text are we reading (newspaper article, eyewitness account, political tract, biography, short story, memoir, scholarly analysis, etc.)? Who wrote it and who was their intended audience? You should identify and evaluate its historical context, the central narrative or argument, the kinds of evidence the author marshals to support it, and the political or cultural stakes at hand.

- 2) **Website:** <https://elearning.ufl.edu/>

Students are expected to use the course website regularly to download course materials (syllabus, assignments, weekly discussion questions, occasional texts), upload assignments, and to keep up with any course announcements and calendar changes. By virtue of being registered in the class, you are already registered on the course's e-learning roster.

If you have any technical questions or difficulties, please see the e-learning FAQ (<https://kb.helpdesk.ufl.edu/FAQs/E-Learning>) or consult with the folks at Academic Computing!

- 3) **Office Hours & Email:** Please come see me in my office when you have questions or concerns about course topics, assignments, and grades, or if you are interested in discussing other Middle East-related news. You may also contact me via email for factual questions or clarifications (but consult the syllabus first to make sure the information is not already listed here), and I will respond as soon as I can between 9-5 Monday through Friday. Please note: Email is **not** the best forum for discussing assignments, grades, or problems, and I will simply redirect you to my office hours. I also do not regularly check or respond to email in the evenings or on weekends, so plan accordingly.
- 4) **Classroom Electronics Policy:** Laptop/Tablet/Smartphone devices are not allowed during class-time. You are expected to bring a hard copy of all readings to class, and take notes on the margins of the actual paper or in an old-fashioned spiral notebook. Taking good notes on the readings will work to your advantage since quizzes are open-book.
- 5) **Extra Credit Opportunities:** I will inform the class of any Middle East-related talks or events taking place on campus; however, given that this is a large campus and many student organizations invite speakers, please let me know if you hear of an event I haven't mentioned! Students who attend a relevant talk and submit a 1-2 page analysis (*not summary*) are eligible to earn one extra credit point per talk. Extra credit points factor into the final participation grade.

COURSE ASSIGNMENTS:

- 1) **Personal Photo:** Please make sure that your elearning profile has a photo of you, with your face clearly visible. This helps me and your fellow classmates learn your name relatively quickly.
- 2) **Reading Quizzes (4): (30%)**
Approximately every 4 weeks, we will have an online reading quiz. The quizzes will be open book/open note, and you will be able to take the quiz at your convenience within a specified window. Quizzes will be short-answer, and will follow the format of our discussions about readings, so paying attention in class is essential.
- 3) **Digital History Portfolio: (50%)**

- a. Your main assignment will be to create an online digital history portfolio on the course OMEKA website. The portfolio should have 3 items:
 - i. **Primary source + analysis (750-1000 words) (15%)**
 1. For a good model, see the blog “Tozsuz evrak,” which we will be referring to throughout the first half of the semester - <http://www.docblog.ottomanhistorypodcast.com/>
 2. Two excellent primary sourcebooks on reserve in Library West are: Akram Khater, ed., Sources in the History of the Middle East, 2nd edition; Cameron Michael Amin et al, eds., The Modern Middle East: A Sourcebook for History
 - ii. **Film analysis (750-1000 words) (15%)**
 1. This can be on a feature or documentary film, but it must be made in, by, and/or about the Middle East. (ie, “Homeland” is not a viable option)
 - iii. **Secondary source analysis (1000-1500 words) (20%)**
 1. This will be an analytical report on a scholarly article.
- b. Your portfolio items can be drawn from your own interests – if you have trouble thinking of ideas or finding sources, come talk with me!

ASSIGNMENT POLICIES:

- c. Students who need an **extension** on an assignment must consult the professor *prior* to the deadline. An extension will be granted only in cases of genuine emergency, so plan accordingly. Turning in an assignment late without an official, documented extension will result in a deduction of 1/3 grade per day (i.e., if your essay is inexplicably 3 days late, your “A” paper will automatically become a “B”, your “B” paper a “C”, and so on).

GRADES:

Quizzes	30%
Digital History portfolio	50%
Participation**	20%

** Participation: This is based on your regular and active attendance in lectures, as well as the level of your preparedness and participation in discussion sections. Just showing up is not enough—doing the readings on a regular basis and participating thoughtfully in class discussions is considered “active participation.” Your participation grade will be a function of the quantity *and* quality of your comments.**

NOTE ON GRADES:

Your final grade is directly correlated to the effort you make in the class. Other than in cases of genuine error/miscalculation, I will not consider requests to curve, “forgive,” or otherwise alter the grade you earn. If you need a certain grade to graduate with honors, meet major requirements, get into law school, or make your parents happy, make sure you do the appropriate level of work throughout the semester. If you are concerned about your grade, by all means, come talk to me early on so that we can jointly address ways you might improve your course performance.

Please note the UF grading scale:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

In my course, note the following numeric grading scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

E = below 60

E1 = 0.0 Stopped attending or participating prior to end of class

I (incomplete) = 0.0

UNIVERSITY POLICIES:

- **PLAGIARISM:** In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give appropriate credit by quoting and/or footnoting is PLAGIARISM. For more information about the university academic honesty and integrity policy, see <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
 - All uploaded assignments will first be run through the Turnitin database to check for originality.
 - **ALL CASES OF SUSPECTED PLAGIARISM WILL BE REPORTED TO THE APPROPRIATE UNIVERSITY AUTHORITIES. NO EXCEPTIONS.**
- **SPECIAL NEEDS:** Should you have special medical needs, please discuss this with the course instructor at the beginning of the semester. Students requesting classroom accommodation must first register with the Dean of Students Office (www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.
- **CONFIDENTIALITY:** Student records are confidential. UF views each student, not their parent(s), as the primary contact for all communication. For more information, see: www.registrar.ufl.edu/ferpa.html
- **COURSE EVALUATIONS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.
- **HELP:** Should you need special assistance during the semester, please contact:
 - University counseling services and mental health services: 352-392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>
 - University Police Department: 392-1111 or 9-1-1 for emergencies.

REQUIRED READINGS: The following books are available for purchase at local bookstores or online vendors; the books are also on reserve in Library West, but **plan ahead** if you intend to rely on the library copies to ensure availability. *(Please note that books must be physically checked out of the library at the Circulation Desk, and are available in 2-hour blocks only. "I couldn't find the book" and "It was checked out all day" are *NOT* valid excuses for not having read the assigned reading on a regular basis.)*

- [R] Neguib Mahfouz, Midaq Alley
 [R] S. Yizhar, Khirbet Khizah
 [R] Ghassan Kanafani, Men in the Sun
 [R] Mark Kukis, Voices from Iraq: A People's History, 2003-2009

USEFUL REFERENCE WORKS:

- [R] Betty S. Anderson, A History of the Modern Middle East
Cambridge Encyclopedia of the Middle East and North Africa, Reference (3rd Floor) DS44 .C37
 1988
Encyclopedia of the Modern Middle East, Reference DS43 .E53 1996
Encyclopedia of Islam, Reference DS35.53 .C36 2009
Islamic Desk Reference, Reference DS35.53 .I83 1994

Useful Digital Resources in Middle East history:

- <http://www.docblog.ottomanhistorypodcast.com>
<http://www.ottomanhistorypodcast.com/>
<http://www.midafternoonmap.com/>

COURSE CALENDAR:

Key:

R – Hard copy reserve at circulation desk

ER – electronic reserve; can access pdf link through course reserves website

Suppl. Doc. – supplementary document/primary source

Week 1: Orientations

T 8/23 **Questions of Space, Time, and Politics**

Th 8/25 **Muslims and Non-Muslims in an Islamic Empire**

[ER] Aron Rodrigue, “Difference and Tolerance in the Ottoman Empire,” interview by Nancy Reynolds, *Stanford Humanities Review*, 5 (Fall 1995): 81-90.

[ER] Najwa Al-Qattan, “Litigants and Neighbors: The Communal Topography of Ottoman Damascus,” *Comparative Studies in Society and History* 44, no. 3 (2002): 511-33.

[ER] *Suppl. Doc.*: Matt Goldish, “Death of Tall Aslan (Aleppo and Turkey, 1681)” in *Jewish Questions: Responsa on Sephardic Life in the Early Modern Period*, pp. 35-37.

Week 2: The World and the Ottoman Empire in 1800

T 8/30 **Age of Reforms**

[ER] Butrus Abu-Manneh, “The Islamic Roots of the Gülhane Rescript,” *Die Welt des Islams* 34 (1994): 173-203.

[R] *Suppl. Doc.*: Khater 1.1: “The Hatt-ı Şerif Decree”

Th 9/1 Top-Down vs Bottom-Up Reform

- [ER] Cengiz Kırılı, "Tyranny Illustrated: From Petition to Rebellion in Ottoman Vranje," *New Perspectives on Turkey* v 53 (Nov 2015): 3-36.
- [ER] Milen V. Petrov, "Everyday Forms of Compliance: Subaltern Commentaries on Ottoman Reform, 1864-1868," *Comparative Studies in Society and History* 46, no. 4 (2004): 730-59.
- Suppl. Doc.* Sam Dolbee, "The Hyena Monster of Sinop and the Vagaries of Population Counts," <http://www.docblog.ottomanhistorypodcast.com/2012/08/the-art-of-not-being-seen-hyena-monster.html>

Week 3: Empire, Modernity and Social Change

T 9/6 The Ottomans in the World Economy

- [ER] Reşat Kasaba, "After the Incorporation (1815-1876)," in *The Ottoman Empire and the World Economy: The Nineteenth Century* (New York, 1988), 37-60.
- [R] *Suppl. Doc.*: Khater 2.5: "A Coal Miner's Life"

Th 9/8 Imperial Fragmentation and Expansion of the State: Muhammad 'Ali's Egypt

- [ER] Khaled Fahmy, "The Police and the People in Nineteenth-Century Egypt," *Die Welt des Islams* 39, 3 (1999), pp. 340-377.
- [ER] Ehud Toledano, "Shemsigul: A Circassian Slave in Mid-Nineteenth Century Cairo," in Edmund Burke III, ed., *Struggle and Survival in the Modern Middle East*, pp. 59-74.

Week 4: The Colonial Encounter

T 9/13 The French Colonization of Algeria

- [ER] Patricia Lorcin, "Imperialism, Colonial Identity, and Race in Algeria, 1830-1870: The Role of the French Medical Corps," *Isis* 90/4 (Dec. 1999).

Th 9/15 Britain in Egypt

- [ER] Earl of Cromer, *Modern Egypt*, pp. 123-167, 524-542, 555-559, 563-571.
- [ER] Ziad Fahmy, "Francophone Egyptian Nationalists, Anti-British Discourse, and European Public Opinion, 1885-1910: The Case of Mustafa Kamil and Ya'qub Sannu'," *Comparative Studies of South Asia, Africa, and the Middle East* 28/1 (2008)

Quiz #1

Weeks 5-6: The *Fin de siècle* (Turn of the Century) in the Middle East

T 9/20 Ottoman Orientalism

- [ER] Ussama Makdisi, "Ottoman Orientalism," *American Historical Review* v 107 no 3 (June 2002), 768-96.
- [R] *Suppl. Doc.*: Khater 1.2, "An Ottoman Government Decree Defines the Official Notion of the 'Modern' Citizen (1870)"

Th 9/22 New Men and Women

[ER] P. Dumont, “Said Bey—The Everyday Life of an Istanbul Townsman at the Beginning of the Twentieth Century,” in Hourani, Khoury, Wilson (eds), *The Modern Middle East*, pp. 271-287

[ER] Fruma Zachs and Sharon Halevi, “From Difa’ al-Nisa’ to Mas’alat al-Nisa’ in Greater Syria: Readers and Writers Debate Women and their Rights, 1858-1900,” *International Journal of Middle East Studies* v 41 (2009): 615-33.

Choose 1 supplementary document:

Suppl. Doc: Michael Talbot, “*Hanimefendis just wanna have fun...An Alcoholic Postcard from Late Ottoman Istanbul,*” at <http://www.docblog.ottomanhistorypodcast.com/2014/12/hanmefendis-just-wanna-have-fun.html>.

Suppl. Doc: Chris Gratien, “*Abdurahman Effendi explains all about Turkish women,*” <http://www.docblog.ottomanhistorypodcast.com/2013/07/abdurahman-efendi-explains-all-about.html>

T 9/27 Education

[ER] Benjamin Fortna, “Islamic Morality in Late Ottoman ‘Secular’ Schools,” *International Journal of Middle East Studies* 32, no. 3 (Aug. 2000): 369-93.

Suppl. Doc: Chris Gratien, “Letters from Ottoman Students and Alternative Histories of Education,” <http://www.docblog.ottomanhistorypodcast.com/2012/11/muslim-education-ottoman-empire-students.html>

Th 9/29 Religion, Politics and the Public Sphere

[ER] Julia Phillips Cohen, “Between Civic and Islamic Ottomanism: Jewish Imperial Citizenship in the Hamidian Era,” *International Journal of Middle East Studies* vol 44 n 2 (2012): 237-255.

[ER] Adeeb Khalid, “Pan-Islamism in Practice: The Rhetoric of Muslim Unity and Its Uses,” in Elisabeth Özdalga, ed., *Late Ottoman Society: The Intellectual Legacy*, pp. 203-225.

Suppl. Doc. Michael Talbot, “Scottish Muslims and Ottoman Pan-Islamism,” <http://www.docblog.ottomanhistorypodcast.com/2014/09/scottish-muslims-and-ottoman-pan.html>

Weeks 7-8: World War I and the Re-Shaping of the Middle East

T 10/4 Nationalism

[ER] Ipek Yosmaoğlu, “Counting Bodies, Shaping Souls: The 1903 Census and National Identity in Ottoman Macedonia,” *International Journal of Middle East Studies* 38 n 1 (2006): 55-77.

Suppl. Doc.: Chris Gratien, “Ottoman Census Data: Minorities, Population, and Problems on the Syrian Coast,” <http://www.docblog.ottomanhistorypodcast.com/2012/07/ottoman-census-data-minorities.html>

Th 10/6 Constitutional Revolutions Compared

[ER] Negin Nabavi, “Spreading the Word: Iran’s First Constitutional Press and the Shaping of a ‘New Era,’” *Critique: Critical Middle Eastern Studies* v 14 n 3 (2005): 307-21.

[ER] Palmira Brummett, “Dogs, women, cholera, and other menaces in the streets: cartoon satire in the Ottoman revolutionary press, 1908–11,” *International Journal of Middle East Studies* v 27 n 4 (1995): 433-60.

T 10/11 The March to War

[ER] Mustafa Aksakal, “Not ‘by those Old Books of International Law, but only by war’:

Ottoman Intellectuals on the Eve of the Great War,” *Diplomacy and Statecraft* 13, no. 3 (2004): 507-44.

Choose 1 supplementary document below

Suppl. Doc.: Chris Gratien, “Fingers for the Sultan?”

<http://www.docblog.ottomanhistorypodcast.com/2013/12/cut-trigger-finger-soldier-ottoman-empire.html>

Suppl. Doc.: Chris Gratien, “Women and the War Effort”

<http://www.docblog.ottomanhistorypodcast.com/2013/07/women-and-war-effort-in-ottoman-empire.html>

Suppl. Doc.: Chris Gratien, “Ottoman War Stories: Letter from a Concerned Mother,”

<http://www.docblog.ottomanhistorypodcast.com/2012/11/world-war-i-military-soldier-letter.html>

Th 10/13 The Ethnic Break-Up of the Ottoman Empire

[ER] Ronald Grigor Suny, “Religion, Ethnicity, and Nationalism: Armenians, Turks, and the End of the Ottoman Empire,” in Omer Bartov and Phyllis Mack, eds., *In God’s Name: Genocide and Religion in the 20th Century*, (2001), pp. 23-61.

[ER] Sarah Shields, “Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange,” *Journal of the History of International Law* v 18 (2016): 120-145.

[ER] Bruce Clark, “Ayvalik and Its Ghosts,” in *Twice a Stranger: The Mass Expulsions that Forged Modern Greece and Turkey* (Cambridge: Harvard University Press, 2006), pp. 21-41.

Quiz #2

Weeks 9-11: Constructing and Contesting the ‘Nation’ in the Eastern Mediterranean

T 10/18 Making the Nation I

[ER] Sarah Shields, “Mosul, the Ottoman legacy and the League of Nations,” *International Journal of Contemporary Iraqi Studies* v 3 n 2 (2009): 217-230.

Sara Pursley, ‘Lines Drawn on an Empty Map’: Iraq’s Borders and the Legend of the Artificial State,” Parts I and II, *Jadaliyya* <http://www.jadaliyya.com/pages/index/21759/lines-drawn-on-an-empty-map-iraq%E2%80%99s-borders-and-the> and <http://www.jadaliyya.com/pages/index/21780/lines-drawn-on-an-empty-map-iraq%E2%80%99s-borders-and-the>

[ER] *Suppl. Doc.* Selections from the King-Crane Commission Report

Th 10/20 Religion, Gender, and Citizenship

[ER] Beth Baron, “Images of the Nation,” in *Egypt as a Woman: Nationalism, Gender, and Politics*, pp. 57-81.

[ER] Zvi Zohar, “Traditional Flexibility and Modern Strictness: Two Halakhic Positions on Women’s Suffrage,” in Harvey Goldberg, ed., *Sephardi and Middle Eastern Jewries*

[R] *Suppl. Doc.* Khater, 5.6: “Women and the Vote in Syria (1920)”

T 10/25 Making the Nation II

[ER] Senem Aslan, “‘Citizen, Speak Turkish!’ A Nation in the Making,” *Nationalism and Ethnic Politics* 13 (2007): 245-72.

Suppl. Doc.: Nicholas Danforth, “Speak Turkish, or Speak Softly...”

<http://www.docblog.ottomanhistorypodcast.com/2013/12/speak-turkish-or-speak-softly-pragmatic.html>

Th 10/27 Interwar Urban Society

Neguib Mahfouz, *Midaq Alley*

T 11/1 Zionism, Anti-Zionism, and the Palestine Mandate

[R] Betty Anderson, *A History of the Modern Middle East*, 193-97, 271-289

Suppl. Doc. *Zionism and Anti-Zionism primary source translations

Th 11/3 The 1948 War: Between “Liberation” (*shichrur*) and “Catastrophe” (*nakba*)

S. Yizhar, *Khirbet Khizab*

Ghassan Kanafani, *Men in the Sun*

Week 12: Decolonization and Its Discontents

T 11/8 The US, the Cold War & the Middle East

[ER] Matthew F. Jacobs, “The All-Pervading Influence of the Muslim Faith,” in his *Imagining the Middle East: The Building of an American Foreign Policy, 1918-1967*, pp. 55-94.

Th 11/10

[R] Anderson, *History of the Modern Middle East*, 291-392

Quiz #3

Weeks 13-14: Islam, Politics, and Society in the 20th Century

T 11/15 The Iranian Revolution

Anderson, 392-398

[ER] Ervand Abrahamian, “Fundamentalism or Populism?” in his *Khomeinism*, pp. 13-38.

Th 11/17 The Resurgence of Public Islam

Charles Hirschkind, “What is Political Islam?” *Middle East Report 205*

<http://www.merip.org/mer/mer205/what-political-islam>

[ER] Dale Eickelman and James Piscatori, “What is Muslim Politics?” in *Muslim Politics* (1996), pp. 3-21.

[ER] Nilüfer Göle, “Islam in Public: New Visibilities and New Imaginaries,” *Public Culture* 14.1 (2002).

T 11/22 Women and Re-Veiling

In-Class Documentary: “A Veiled Revolution” (1982)

Th 11/24 Happy Thanksgiving!

Week 15: War and the Search for Peace: Iraq, the US, and the ‘War on Terror’

T 11/29

Mark Kukis, *Voices from Iraq: A People's History, 2003-2009* (selections)

Th 12/1

Harn Art museum exhibition – “Aftermath: The Fallout of War – America and the Middle East” - conversation with Photography Curator Carol McCusker

<http://www.harn.ufl.edu/aftermath>

***please note we will meet at the Harn Art Museum, not in our classroom!**

[ER] Melani McAlister, “9/11 and After: Snapshots on the Road to Empire,” in *Epic Encounters: Culture, Media, and US Interests in the Middle East since 1945 (updated edition)*, pp 266-305.

Week 16: Revolution in the Middle East

T 12/6 **From the Arab Spring to the Middle East Nightmare**

Sources TBA from *Jadaliyya*, *MERIP*, Al-Jazeera

Quiz #4