

SYLLABUS
GEORGETOWN UNIVERSITY
SUMMER 2016
HISTORY 161: MODERN MIDDLE EAST

INSTRUCTOR:

Kate Dannies

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Office: TBD

Office Hours: TBD

COURSE DATES: July 10-August 11, 2017

COURSE MEETING TIME: 3:15-4:45 pm, Monday through Friday

COURSE LOCATION: ICC 213

COURSE DESCRIPTION: The course outlines the factors that have shaped the political and social features of the modern Middle East from 1700 to the present. Its geographic scope comprises the central provinces and territories of the former Ottoman and Safavid empires: Turkey, Iraq, Syria, Palestine, Israel, Egypt, the Arabian Peninsula, and Iran. The syllabus emphasizes three analytical themes: first, the historical evolution of "Middle Eastern" polities from dynastic and religious empires in the 18th century to modern "nation-states" in the 20th; second, the impact of industrial capitalism and European imperial expansion on local societies and their modes of production; and third, the ideological and socio-cultural dimensions of these large-scale transformations, specifically the rise of mass ideologies of liberation and development (nationalism, socialism, political Islam), and the emergence of new issues in the areas of gender, identity, and popular culture. We end with some consideration of the convergence of these trends in the Arab Spring of 2011.

LEARNING GOALS

- 1) You will learn to identify and trace major themes, issues, and developments in the history of modern Middle East and gain an appreciation for the long-term and nuanced mechanisms of historical change and causality.
- 2) You will learn to identify, evaluate, and compare historians' different interpretations of the past to understand the discipline of history as an ongoing conversation between sources, scholars, and students.
- 3) You will practice reading and analyzing primary sources.
- 4) You will hone traditional skills, including academic reading and writing, oral discussion, and effective presentations.

COURSE READINGS

Students should have access to a copy of the books listed below. They are available for purchase at the bookstore. I will also place copies on reserve in the library:

Alsanea, *Girls of Riyadh*, ISBN: 978-0143113478

Çetin, *My Grandmother*, ISBN: 978-1844678679

Cleveland and Bunton, *A History of the Modern Middle East*, Sixth Edition, ISBN: 9780813349800

Levi and Ringer, *Felatun Bey and Rakim Efendi*, ISBN: 978-0815610649

Draft—Subject to Change

Pax, *Salam Pax: The Diary of an Ordinary Iraqi*, ISBN: 978-0802140449

Tamari, *Year of the Locust*, ISBN: 978-0520287501 (available for purchase in the bookstore)

All other course readings will be made available via Blackboard.

COURSE POLICIES

I look forward to helping students at every stage of the course and I encourage you to come speak with me at office hours or schedule an appointment to discuss any questions or issues you might have.

You should plan to submit assignments by the specified due date. Late work will be penalized by one letter grade per day. To dispute a grade, you must submit a paragraph-length explanation before we discuss the grade in person.

Each student has one unexcused absence. There is no need to justify the absence to me in any manner. I will also excuse absences for health, family emergencies and the like with proper documentation from the dean's office. Please let me know in advance about necessary planned absences before the end of add/drop so that we may discuss suitable arrangements. Students with documented absences for the celebration of religious holidays and related travel will not be penalized for missing class and will be given the opportunity to make up missed work.

Tardiness is disruptive to the learning environment so I ask that you do their best to arrive on time. Students arriving more than 30 minutes late will be counted as absent for the day.

Laptops are encouraged to facilitate access to readings and other materials being used in class, but you are asked to use them in class for purposes directly related to discussion. Using laptops for non-class related purposes will result in a lower participation grade for the day.

UNIVERSITY POLICIES & RESOURCES

Honor System

I strongly believe in adherence to the Georgetown honor system and expect that you do too. I comply with reporting requirements. That said, DO collaborate with your classmates in study or conversation groups. DO give credit to your fellow students when appropriate. DO read the honor system booklet: <http://gervaseprograms.georgetown.edu/honor/system/>

Special Accommodations

If you believe that you have a disability that will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu) for further information. The center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley, Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

ASSIGNMENTS

Attendance and Class Participation (30%)

It is important for everyone to attend all class sessions and demonstrate proficiency in oral discussion. I define class participation as demonstrating active engagement with the assigned readings by contributing insightful comments, asking questions that respond to the discussion at hand and demonstrate an engagement with the readings and themes of discussion, and actively paying attention and interacting with your classmates and instructor during each class session. If you are having difficulties participating despite being prepared for class please let me know so we can come up with strategies to improve your performance in this area. I will drop the lowest participation grade for those with no absences during the course session. Those who have more than four total unexcused absences will receive a failing grade for participation and likely for the course.

Mini-Exams (40%)

There will be five weekly mini-exams to test your knowledge of the material covered in the readings, lectures and discussions. The exams will be composed of key term identifications, a choice of short essay questions, and an extra-credit map quiz. I will drop the lowest mini-exam grade when calculating the final grade. Students who are happy with their first four grades may opt to skip the final mini-quiz on the last day of class.

Primary Source Analysis Paper (10%)

Each of you will submit one primary source analysis paper of approximately 1000 words analyzing a primary source. This analysis should reference the course themes and readings as

well as demonstrate independent reflection and engagement with the source. You will choose and sign up for specific weeks at the beginning of the course.

Reading Response Paper (10%)

Each of you will submit one reading response paper of approximately 1000 words analyzing the readings for one discussion section. The reading response paper should reflect careful analysis and/or critique of the reading (s). It should consist of two parts. First, you should identify and briefly summarize a specific argument from the reading (s). Second, you should reflect critically on the argument, using evidence from the readings to support their points. You will choose and sign up for specific weeks at the beginning of the course.

Reading Presentation (10%)

Each student will give a 15-minute presentation on the assigned readings for the day they present. The presentation should consist of a brief introduction to the readings and the student's analysis of how the readings fit together and engage with other issues and themes discussed in the course. The presenter should also prepare three or more questions to jumpstart the class discussion for the day.

Evaluation

Written assignments will be evaluated on five criteria: 1) Thesis; 2) Evidence; 3) Idea Development; 4) Structure and Organization; and 5) Grammar and Spelling.

An 'A' paper is an absolutely excellent and outstanding paper. It is full of original, thoughtful, and exciting ideas with a sharp thesis and evidence. It consistently, clearly, and effectively communicates its purpose to its audience in all areas. It has crisp writing, solid development, and is coherent in terms of organization in style.

A 'B' paper is a good paper with strong ideas and a thesis to guide it. All the basic requirements of the assignment are met, and the facts are correct. It has deficiencies in no more than two of the criteria described above. For example, it might lack coherence in organization or the thesis may need further development. Overall the 'B' paper is a good one, in which the writer basically got their ideas across.

A 'C' paper is a fair paper and the writer has clearly engaged with the topic. There is an attempt to support a thesis. However, a 'C' paper has minor deficiencies in three or more criteria or major deficiencies in one or more areas that reduce clarity. It may contain inaccuracies or contradictions, or the organization makes the writer's ideas difficult to follow. A 'C' paper shows potential but still needs significant work for that potential to be realized.

A 'D' paper is a paper in which the writer has barely met the requirements of the assignment. The paper has major problems with the thesis, evidence and/or style, and fails to communicate its purpose to the audience. For example, the thesis is absent or very unclear or the writing is confusing. The writer has made some attempt to engage with the question asked but the paper reads like a very rough draft.

An 'F' paper fails to meet the requirements of the assignment.

Oral assignments including class discussion and presentations will be graded on the basis of three criteria: 1) Number and quality of contributions; 2) Grasp of reading material; 3) Focus and engagement.

An ‘A’ range grade means that the student demonstrates close reading of the text through their ability to analyze argument (s); critique the main supporting evidence; and weigh against arguments and evidence found in other readings. To achieve an A range discussion grade students must be focused throughout the class and contribute thoughtful and relevant comments and questions over the course of the class session in a manner that enriches the overall quality of the discussion.

A ‘B’ range grade means that the student demonstrates good familiarity with the text through their ability to explain arguments (s); present the main supporting evidence; and connect to arguments and evidence found in other readings. To achieve a B range discussion grade students must be focused throughout the class and contribute thoughtful and relevant comments and questions that makes a strong contribution to the overall discussion.

A ‘C’ range grade means that the student demonstrates vague familiarity with the text through their ability to identify the main argument and the basic supporting evidence and make general connections to other readings. A C range grade indicates that the student has minor problems in one or more of the criteria. For example, a student might show good familiarity with the text but is unfocused and does not contribute meaningful comments.

A ‘D’ range grade means that the student has major problems in one or more of the criteria. For example, the student may not demonstrate their familiarity with the text either by not speaking up at all or by only making contributions that do not reference the readings or paraphrase what another student has already said.

An ‘F’ range grade means that the student shows no familiarity with the text and is completely disengaged from the class discussion.

COURSE SCHEDULE

WEEK 1

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| Monday, 10 July Reading | Introduction: The Modern Middle East Cleveland and Bunton, 1-33 |
| Tuesday, 11 July Reading | Discussion: Locating the Modern Middle East McNeill, “The Eccentricity of the Middle East and North Africa’s Environmental History”, p. 27-50 Davis, “Scorched Earth: The Problematic Environmental History that Defines the Middle East”, p. 170-87 |
| Wednesday, 12 July Reading | Lecture: The Early 19 th Century and Tanzimat Cleveland and Bunton, 53-110 |
| Thursday, 13 July Reading | Discussion: The Meanings of Modernity Levi and Ringer, <i>Felatun Bey and Rakim Efendi</i> , Entire |

Friday, 14 July
Lecture: The Rise of Constitutions
Reading Cleveland and Bunton, 111-138
Assignment Mini-Quiz #1

WEEK 2

Monday, 17 July
Discussion: Citizenship and its Discontents
Reading Campos, *Ottoman Brothers*, 1-19
Beşikçi, “Mobilizing Military Labor in the Age of Total War”

Tuesday, 18 July
Lecture: World War I in the Middle East
Reading Cleveland and Bunton, 139-159

Wednesday, 19 July
Discussion: WWI
Reading Salim Tamari, *Year of the Locust*, Entire

Thursday, 20 July
Lecture: The Peace to End All Peace
Reading Cleveland and Bunton, 161-183

Friday, 21 July
Discussion: Ethnic Cleansing and Population Exchange
Reading Çetin, *My Grandmother*, Entire
Watch: *A Touch of Spice*
Assignment Mini-Quiz #2

WEEK 3

Monday, 24 July
Lecture: The Arab Struggle for Independence
Reading Cleveland and Bunton, 184-225

Tuesday, 25 July
Discussion: Nationalism, Colonialism, and Gender
Reading Elizabeth Thompson, *Colonial Citizens*, Introduction
Watch *Battle of Algiers*

Wednesday, 26 July
Lecture: From Palestine Mandate to the State of Israel
Reading Cleveland and Bunton, 226-256

Thursday, 27 July
Discussion: The Nation State and Sectarianism
Reading Shira Robinson, *Citizen Strangers*, Chapter 1

Friday, 28 July
Lecture: Turkey and Iran after WWII
Reading Cleveland and Bunton, 257-285
Assignment Mini-Quiz #3

WEEK 4

Monday, 31 July
Discussion: Military Coups
Reading Behrooz, “Tudeh Factionalism and the 1953 Coup in Iran”
Harris, “Military Coups and Turkish Democracy, 1960-1980”

Tuesday, 1 August
Lecture: The Age of Nasser

Draft—Subject to Change

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| Reading | Cleveland and Bunton, 286-349 |
| Wednesday, 2 August Reading | Arab Nationalism and Identity Suleiman, <i>The Arabic Language and National Identity</i> , Introduction Watch <i>Nasser's Republic</i> |
| Thursday, 3 August Reading | Lecture: Islamic Revolutions and Islamist Politics Cleveland and Bunton, 351-401 |
| Friday, 4 August Reading | Discussion: Islam and Social Change Alsanea, <i>Girls of Riyadh</i> , Entire Sandikci and Ger, "Aesthetics, Ethics and Politics of the Turkish Headscarf" |
| Assignment | Mini-Quiz #4 |
| WEEK 5 | |
| Monday, 7 August Reading | Lecture: Autocracy and Oil Cleveland and Bunton, 402-498 |
| Tuesday, 8 August | Discussion: Is Oil a Blessing or a Curse? <i>Salam Pax: The Clandestine Diary of an Ordinary Iraqi</i> |
| Wednesday, 9 August Reading | Lecture: The Arab Spring and the Rise of ISIS Cleveland and Bunton, 499-556 |
| Thursday, 10 August Reading | Discussion: The Modern Day Middle East Anderson, "Fractured Lands" Filkins, "A Bigger Problem than ISIS?" |
| Friday, 11 August Assignment | Conclusions Mini-Quiz #5 |