

ASH 3223: History of the Modern Middle East

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University of Florida
Fall 2018
T Period 4 (10:40-11:30)
Th Periods 4/5 (10:40-12:35)
Keene-Flint 105

COURSE DESCRIPTION:

This course surveys the history, politics, and society of the Middle East from the late 18th century until the immediate post-WWII period. 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. This course will prepare you for upper-level, specialized courses in the contemporary Middle East, US-Middle East relations, and other topics. *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, Egypt, and the *Mashriq*), with some attention paid to North Africa (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 "Assignments" 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 allowed during class-time on a provisional basis; if you are found to be using your device for non-course-related matters, you will not be allowed to use it further. Although you can work off of a PDF of assigned readings, you are encouraged to bring a hard copy of all readings to class and to 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. Extra credit talks are important because not only will they possibly make a difference in your grade, but you also will feel more engaged in the intellectual life of the UF community.

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) Daily active participation: (20%)
Your participation grade will be a function of the quantity *and* quality of your classroom engagement. Just showing up is not enough—doing the readings on a regular basis and participating thoughtfully in class discussions is considered “active participation.”
- 3) Reading Quizzes (4): (40%)
Approximately every 3-4 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.
- 4) Primary Source Analysis: (15%) (750-1000 words; 3-4 pages)
You will choose one primary source document from Charles Kurzman's Modernist Islam sourcebook (on course reserve) on which to base your analysis. This should offer a brief summary of the document, but the main focus should be on contextualization and analysis. Due October 1.
- 5) Online World War I Exhibit: (25%)

In conjunction with the centennial of the end of World War I, we will be visiting the Harn Museum's exhibit on WWI postcards. Since the museum exhibition focuses on Europe and North America, your task will be to create an alternative exhibit about WWI in the Middle East. This will be based on selected primary, secondary, photographic, and cartographic sources.

Deadline for submission of exhibit theme and identification of your two main sources is Monday, October 29. Deadline for final submission is Friday, December 7.

ASSIGNMENT POLICIES:

- a. 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	40%
Primary Source Analysis	15%
Online World War I Exhibit	25%
Participation	20%

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.
- 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.)*

(rec.) Charles Kurzman, Modernist Islam
Halide Edib, House with Wisteria
Naguib Mahfouz, Midaq Alley

USEFUL REFERENCE WORKS:

- [R] Betty S. Anderson, A History of the Modern Middle East: Rulers, Rebels, and Rogues
[R] Akram Khater, Sources in the History of the Modern Middle East
[R] Camron Amin, Benjamin Fortna, Elizabeth Frierson, eds., The Modern Middle East: A Sourcebook for History
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 *only*

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

Suppl. Doc. – supplementary document/primary source

Week 1: Orientations

Th 8/23 Questions of Space, Time, and Politics; Orientalism

In-Class Film and Discussion: “Ottoman Empire: A World of Difference”

Week 2: The World and the Ottoman Empire in 1800

T 8/28 Approaching the Last Islamic Empire

Discussion: [ER] Karen Barkey, "Islam and Toleration: Studying the Ottoman Imperial Model." *International Journal of Politics, Culture, and Society* 19.1-2 (2005): 5-19.

[ER] *Suppl. Doc.*: 2 responsa from Matt Goldish's Jewish Questions

Th 8/30 Muslims and Non-Muslims in Daily Life

Discussion: [ER] Elyse Semerdjian, "Naked Anxiety: Bathhouses, Nudity, and the Dhimmī Woman in 18th-Century Aleppo." *International Journal of Middle East Studies* 45.4 (2013): 651-676.

[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.

Weeks 3-4: Empire, Modernity and Social Change

T 9/4 Age of Reforms

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

[ER] *Suppl. Doc.*: Khater 1.1: "The Hatt-ı Şerif Decree"

Th 9/6 Top-Down vs Bottom-Up Reform

Discussion: [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>

T 9/11 Imperial Fragmentation and Expansion of the State: Muhammad 'Ali's Egypt

Discussion: [ER] Khaled Fahmy, "The Police and the People in Nineteenth-Century Egypt," *Die Welt des Islams* 39, 3 (1999), pp. 340-377.

Th 9/13 Seeking Justice

Discussion: [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.

[ER] Maha A. Ghalwash "On Justice: Peasants, Petitions and the State in Mid-Nineteenth-Century Egypt." *British Journal of Middle Eastern Studies* 43.4 (2016): 523-540.

ONLINE Quiz 1

Week 5: The Colonial Encounter I

T 9/18 France in 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 9/20 Britain in Egypt

Discussion: [ER] Michael J. Reimer, "Colonial Bridgehead: Social and Spatial Change in Alexandria, 1850-1882," *International Journal of Middle East Studies* 20/4 (1998), 531-553.

[ER] Ziad Fahmy, "Print Capitalism and the Beginnings of Colloquial Mass Culture, 1870-1882," in *Ordinary Egyptians*, 39-60.

Suppl. Doc. [ER] Lord Cromer, *Modern Egypt* (selection TBD)

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

T 9/25 Ottoman Orientalism

Discussion: [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 9/27 Islamic Modernism

Discussion: [ER] Umar Ryad, "A Printed Muslim 'Lighthouse' in Cairo *al-Manār's* Early Years, Religious Aspiration and Reception (1898-1903)," *Arabica* 56.1 (2009): 27-60.

[R] Primary Source Selection from Charles Kurzman, *Modernist Islam, 1840-1940*.

Week 7: Making Collectivities

Primary Source Analysis DUE 10/1

T 10/2 Religion, Politics and the Public Sphere

Discussion: [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.

Th 10/4 Nationalism

Discussion: [ER] Selim Deringil, "'The Armenian Question Is Finally Closed': Mass Conversions of Armenians in Anatolia during the Hamidian Massacres of 1895–1897." *Comparative Studies in Society and History* 51.2 (2009): 344-371.

[ER] İpek 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>

Online Quiz 2

Week 8: New Men and Women

T 10/9 In-Class Documentary, "The Greedy Heart of Halide Edib"

Th 10/11 Discussion: Halide Edib, *House with Wisteria* (selections)
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>.

Weeks 9-10: World War I and the Re-Shaping of the Middle East

T 10/16 Constitutional Revolution

Discussion: [ER] Nader Sohrabi "Historicizing revolutions: constitutional revolutions in the Ottoman Empire, Iran, and Russia, 1905-1908," *American Journal of Sociology* 100.6 (1995): 1383-1447.

Th 10/18 The March to War

Discussion: [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.

[ER] Yigit Akin, "War, Women, and the State: The Politics of Sacrifice in the Ottoman Empire during the First World War," *Journal of Women's History* 26/3 (2014): 12-35.

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>

T 10/23 The Ethnic Break-Up of the Ottoman Empire

Discussion: [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.

Th 10/25 Harn Museum Visit – WWI Exhibit

Online Quiz 3

Weeks 11-13: Constructing and Contesting the 'Nation' in the Eastern Mediterranean

T 10/30 Making the Nation I: Language and National Purity

Discussion: [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 11/1 Making the Nation II: Colonial Mandates

Discussion: [ER] James Gelvin, "The Ironic Legacy of the King-Crane Commission," in Lesch, *The Middle East and the United States*, ed. Lesch and Haas, 5th ed. (Boulder, CO: Westview, 2014), 15-32.

[ER] Elizabeth Thompson, "Rashid Rida and the 1920 Syrian-Arab Constitution," in *Routledge Handbook of the Middle East Mandates* (2015), 244-257.

Suppl. Doc.: Khater, 5.6: "Women and the Vote in Syria (1920)"

T 11/6 Making the Nation III: Uprising

[ER] Michael Provence, "French Mandate Counterinsurgency and the Repression of the Great Syrian Revolt," in *Routledge Handbook of the Middle East Mandates* (2015), 136-151.

Th 11/8 Making the Nation IV: Sectarianism Compared

Discussion: [ER] Rania Maktabi, "The Lebanese Census of 1932 Revisited. Who are the Lebanese?" *BJMES* 26, no. 2 (1999): 219-241.

[ER] Laura Robson, "Peripheries of Belonging: Military Recruitment and the Making of a 'Minority' in Wartime Iraq," *First World War Studies* 7, no. 1 (2016): 23-42.

T 11/13 Interwar Urban Society
Discussion: Neguib Mahfouz, *Midaq Alley*

Th 11/15 Interwar Urban Society
Discussion: Neguib Mahfouz, *Midaq Alley*

T 11/20 In-Class Documentary: "1913: Seeds of Conflict"

Th 11/22 Happy Thanksgiving!

T 11/27 Zionism, Anti-Zionism, and the Palestine Mandate
Discussion: [ER] Zachary Lockman, "Zionism" in Cheryl A. Rudenberg, ed., Encyclopedia of the Israeli-Palestinian Conflict, 1-14 only.
Suppl. Doc. *Zionism and Anti-Zionism primary source translations

Th 11/29 The 1948 War: Between "Liberation" (*shichrur*) and "Catastrophe" (*nakba*)
Discussion: [ER] Meron Benvenisti, Sacred Landscape (selections)

Online Quiz 4

T 12/4 The Middle East in the Post-WWII Era