

SYLLABUS  
GEORGETOWN UNIVERSITY — SUMMER 2016  
HIST 161 — MODERN MIDDLE EAST

Katrina Yeaw  
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office: ICC 620  
Hours: TR 2:00-3:00, and by appointment

CLASS TIME: MTWRF 3:15-4:45

LOCATION: ICC 213

#### DESCRIPTION

The course outlines the factors that have shaped the political and social features of the modern Middle East from 1750 to the 1980s. Its geographic scope comprises the central provinces and territories of the former Ottoman and Safavid empires: Turkey, Iraq, Syria, Palestine, Egypt, Arabia, and Iran, with a short detour to Libya. This course emphasizes three analytical themes: first, the historical evolution of "Middle Eastern" polities from dynastic and religious empires in the 16th 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 socio-cultural and ideological dimensions of these large-scale transformations, specifically the rise of mass ideologies of liberation and development (nationalism, socialism, rights movements, political Islam), and the emergence of structural and social imbalances (economic polarization, cultural/ethnic conflicts, demographic growth, urbanization).

#### GOALS

1. Introduce you to the current scholarship on the history of the modern Middle East.
2. Inspire you to reflect on current events in the region from an informed and historical perspective.
3. Teach you to think like historians and use the tools of historians to evaluate the past.
4. Encourage you to hone your reading, writing, and oral communication skills

#### READINGS

Textbooks:

William Cleveland and Martin Burton, *A History of the Modern Middle East*  
Akram Khater, *Sources in the History of the Modern Middle East*

Novels:

Tayeb Salih, *Season of Migration to the North*

Blackboard:

There are several additional readings available on the course blackboard (Bb) site.

#### GRADE REQUIREMENTS

1. Exam #1	20%
2. Exam #2	20%
3. Short Paper (total)	40%
Short Outline	5%
Draft	5%
Peer Work.	5%
Final Paper	25%

#### 4. Participation 20%

##### ATTENDANCE AND PARTICIPATION

Attendance at all class meetings is essential. Nevertheless, I recognize that we are all human and that legitimate things do come up. Consequently, everyone gets one free, unexcused absence for whatever they might need. After your first unexcused absence, each additional absence will lower your participation grade by 9%. Any student who misses more than 4 classes will receive a failing grade for participation, and likely for the course. I will also excuse absences on account of health, family emergencies, and the like with proper documentation, usually to be obtained through the relevant dean's office. Tardiness is disruptive to the learning environment so I ask that all students do their best to arrive on time. Any student arriving more than 30 minutes late will be counted as absent for the day. For those extra-diligent students with no absences during the semester, I will drop your lowest participation grade.

Any students who will be absent due to any predictable reason (for athletic events, club activities or travel, etc.) should communicate this information to me before the Add/Drop deadline so we may discuss suitable arrangements. Any student who is unable to attend classes or to participate in any assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work.

Discussions are the major way in which I determine which students are completing the reading, so students who attend class but do not participate in the discussions will receive an overall participation grade of C- for the day. I understand that some people may feel uncomfortable speaking before groups. If you are struggling to participate in class, please come speak with me and we will devise some strategies for improving your participation. For extra points towards your participation grade, you may also do a 2-3 minute presentation at the beginning of class on a current events article, connecting it to a theme in the class. Please email me the article by 10am the day you would like to present.

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University's response to sexual misconduct.

If you believe you have a disability, you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. 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.

##### ASSIGNMENTS

The assignments for this class are designed to help students meet the goals of this course. Students will develop their writing and analytical skills and deepen their knowledge of the history of the modern Middle East through writing a short primary source paper and two exams during the semester. In addition, students will have an opportunity to develop their oral communication skills through regular in-class discussions.

## PAPER GUIDELINES

**Paper due Aug. 12:** Primary Source paper - 7 pages (12pt font) double-spaced.

A short paragraph that includes a citation for your source and a working thesis is due in class on **July 27**.

On **Aug. 9**, we will be having a peer writing workshop in class. Please bring 4 copies of your completed draft to class on **Aug. 8**. In order to participate in workshop, you must submit your completed draft (minimum 6 pages) on time.

You should choose one primary source related to Middle East history between 1700 and 1980.

Primary sources are those created during the period under investigation and could include documents, state papers, laws and legal treatises, speeches, travel accounts, census data, diaries, memoirs, autobiographies, literary works and photos. Those students who speak foreign languages should feel free to work with sources in languages other than English. Please provide a photocopy of the source, unless it is a zentire novel or another lengthy source in which case you may provide only the citation. You may use a source from the Khater book as long as it is one that is not part of our required reading.

The goal of this paper is to use what you have learned in the course in order to make a clear and original argument, utilizing your primary source as your central piece of evidence. Your paper should have an arguable thesis that is clearly stated in your introduction. While you do not need to do extensive outside research, you want to provide the reader with the necessary historical context to understand the source with the assistance of secondary sources.

The essay should include footnotes fully citing any reading that you quote or to which you refer and a bibliography in Chicago Style. For more information on citing sources correctly, please go to [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

Any paper submitted late without an extension granted in advance through your Dean (in cases of health and family emergency) will be penalized a full grade for each 24 hours it is late. Please note that a computer meltdown is not a valid excuse and students are expected to back up their work regularly (dropbox, etc.).

### GRADING:

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. 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 and style. The reader is never confused. Inspire me!

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 five areas outlined above. For example, it may lack some coherence in terms of organization or the thesis might need further development. Overall, a "B" paper is a good one, in which the writer basically got their ideas across.

A "C" is a fair paper and the writer has clearly engaged with the topic. There is an attempt to support a thesis. However, a "C" has minor deficiencies in three or more areas or a major deficiency in any of the five areas that reduces 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" is a paper 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.

A F paper fails to meet the requirements of the assignment

#### READING RESPONSE:

Rather than attending the field trip on **July 29**, students may hand in a 750-1000 word reading response. This short paper should reflect careful analysis or critique of the reading. The reading response should consist of two parts. In the first part, briefly identify and summarize an argument from the reading(s). Be as specific as possible. The second part should be your critical thoughts on this argument, using evidence from the reading to support your point(s).

#### EXAMS:

There will be two exams this semester to test your knowledge of the readings, lectures and discussions covered in the course. The exam is composed of two parts: key terms (40 points) and essay questions (60 points).

The exam will go up on Blackboard under “Assignments” at the start of class time (3:15PM) on the day of the exam. You can take the exam on your personal computer in any location that you like during the scheduled exam time. You will have an hour and a half to complete the exam and are responsible for emailing me your responses by the end of class (4:45PM). You will have a grace period until 4:54PM. Any exam received at 4:55PM or later will incur a letter grade penalty for each 5 minutes that the exam is late. No exams will be accepted after 5:10PM. Please take the exam in a location with reliable internet. Note: All students are on the honor system to only submit their own work.

*Every student is expected to understand and abide by the Georgetown University Honor System. Please review it in your Honor System booklet. Suspected violations of the Honor System will be reported to the Honor Council. If a student is found in violation of the Honor System, I reserve the right to reduce the student's grade on the assignment and /or the course (in addition to any sanction the Honor Council may impose).*

#### CLASS SCHEDULE:

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|---------|---|
| Jul. 11 | Introduction<br>Reading: Cleveland and Bunton, <i>A History of the Modern Middle East</i> , 1-33.   |
| Jul. 12 | Discussion: Concepts of the “Middle East”<br>Reading: <del>Khater</del> , <i>Sources in the History of the Modern Middle East</i> , 1-6.<br>Said, <i>Orientalism</i> , 31-73 (Bb).  |
| Jul. 13 | Lecture: European Encroachments, Local Initiatives, 1778-1841<br>Readings: Cleveland and Bunton, 35-47, 56-74.  |
| Jul. 14 | Discussion: Napoleon in Egypt<br>Readings: Al-Jabarti, <i>Chronicle of French Occupation</i> , 19-33; 83-97 (Bb)<br>Godlewska, “The Mentality of Enlightened Conquerors,” 5-28 (Bb) |

- Jul. 15      Lecture: Reforms and Responses  
Reading: Cleveland and Bunton, 75-108.
- Jul. 18      Meeting with Brenda Bickett about Library Resources and Primary Sources  
3:30PM - Dubin Room ([Lau 156](#)) -accessed via the Gelardin New Media Center  
Reading: Alexander, Photographic Resources Documenting the Middle East
- Jul. 19      Discussion: Perceptions of Europe  
Reading: Khater (Hatt-I-Serif, Islahat Fermani, Ottoman Government Decree, Mirza Malkum Khan, Jamal al-Din al-Afghani), 11-31.
- Jul. 20      Lecture: The Great Eastern Crisis – State and Society  
Reading: Cleveland and Bunton, 109-121.  
**Deadline:** Confirm Attending Field Trip and any guests and Payment of \$10  
(Venmo: @Katrina-Yeaw or Cash)
- Jul. 21      Discussion: Social and Cultural Changes of the late 19th Century  
Reading: Khater (Tahtawi, Qasim Amin, Articles in Iranian Magazine, Bahithat al-Badiya), 58-65, 71-83.
- Jul. 22      **Exam #1**
- Jul. 25      Lecture: Young Turks, Constitutionalists, and Zionists, 1896-1914  
Readings: Cleveland, 122-136, 221-224.  
**Student Volunteers for Sample Sources - Email by 10AM**
- Jul. 26      Discussion: Nationalisms  
Readings: Khater, (Pinsker; Ha-Am), 89-103; (‘Abd al-Raziq), 118-125;  
(Husayn), 104-107; (Al-Banna), 136-141.  
**Student Sources (2 Volunteers)**
- Jul. 27      Lecture: The Great War and Empire  
Reading: Cleveland and Bunton, 137-158.  
**Short Outline of Paper Due**
- Jul. 28      Lecture: Colonial Experiences  
Reading: Cleveland and Bunton, 179-220.
- Jul. 29      **Field Trip**  
*She Who Tells a Story: Women Photographers from Iran and the Arab World*  
National Museum of Women in the Arts  
1250 New York Avenue NW  
Washington DC  
Cost: \$10  
Meet at Museum at 2:15PM, tour from 2:30PM to 3:30PM  
You may also bring a guest.

Alternative Assignments:

1. Read: Mai al-Nakib, “Echo Twins,” in *The Hidden Light of Objects* (Bb)  
Write a 500-750 word reading response based on the short story

Or

2. Attend the exhibit on your own  
Write a 500-750 word response to the exhibit

Please submit one of these two options by 10AM Aug. 1

- Aug 1. Discussion: Anti-Colonial Resistance and Suppression, Case Study: Libya  
Film: *The Lion of the Desert*, Moustapha Akkad (1981) (Sharestream)  
Reading: Gooch, *Re-conquest and Suppression* (Bb)
- Aug. 2 Discussion: Legacies of Colonialism  
Reading: Tayeb Salih, *Season of Migration to the North*, entire.
- Aug. 3 Lecture: The Emergence of Independent States  
Reading: Cleveland and Bunton, 162-178, 255-279.
- Aug. 4 Discussion: Building the State  
Reading: Khater (Asadollah Alam, Saddam Hussein, Saudi Arabia), 200-217.
- Aug. 5 **Exam #2**
- Aug. 8 Lecture: The Case of Palestine  
Reading: Cleveland and Bunton, 225-251, 322-343.  
**Bring 4 Copies of the Draft of the Final Paper to Class for Paper Workshop**
- Aug. 9 **Peer Writing Workshop**
- Aug. 10 Discussion: Palestine, Refugees and the Greater Middle East  
Reading: Ghassan Kanafani, *Men in the Sun* (Bb)
- Aug 11. Lecture: The Cold War, the U.S. and Arab Socialism  
Reading: Cleveland and Bunton, 280-321.
- Aug. 12 Discussion: Arab Spring and the Future of the Middle East  
Film: *The Square*, Jehane Noujaim (2013) (Netflix)  
**Final Paper Due**