

NES 480/580

Fall 2008

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THE MODERN MIDDLE EAST

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Texts

William Cleveland, A HISTORY OF THE MODERN MIDDLE EAST, 3rd ed.

Marvin Gettleman & Stuart Schaar, eds., (G&S) THE MIDDLE EAST AND ISLAMIC WORLD READER

Nikki Keddie, MODERN IRAN: ROOTS AND RESULTS OF REVOLUTION, 2006 Ed.

.Rajiv Chandresekaran, IMPERIAL LIFE IN THE EMERALD CITY: INSIDE IRAQ'S GREEN ZONE

Rory Stewart, THE PRINCE OF THE MARSHES-AND OTHER OCCUPATIONAL HAZARDS

.This course examines major trends in the evolution of the Middle East in the modern era. Focusing on the 19th and 20th centuries, we will consider Middle East history with an emphasis on four themes: **imperialism, nationalism, modernization, and Islam.**

This history of this period can be considered first with respect to Islamic dynasties confronted with European imperial inroads that they cannot repel. Thus both the Ottoman Turkish and Persian Qajar dynasties seek to “modernize” to resist further European encroachment, leading ultimately to indigenous demands for political reform; both the Ottomans and Persians experience constitutional revolutions by 1914, with different results. World War I, the major watershed for the region, leads to a British-French imperial division of the spoils of the Ottoman Arab lands and the creation of states where none existed previously; it also leads to the awarding of Palestine to the Zionist movement. Constitutional and social reforms, as well as international developments, have an immense impact on the region, including the creation of Israel in 1948. Subsequent national and ideological conflicts, within as well as between states, leads ultimately to the resurgence of religion as a determining factor in politics for both Islamic countries and for Israel, especially after the 1967 War.

This is a lecture course but time will be set aside for discussion, as well as for presentations of documents from the Gettleman/Schaar book by grad students; undergrads may volunteer for a presentation if spaces is available..

Course requirements. There will be two mid-term exams and a final examination. There is also a paper assignment that is different depending on whether you are a grad or undergrad student.

A. Grad students must write a research paper of **at least twenty pages of text, using at least ten sources**, on a topic agreed upon with me. Use endnotes

In addition, grad students will give a ten-minute report to the class on a document.

B. Undergrad students have two options:

- a. A research paper along the lines of that done by grad students, but with a **minimum length of fifteen pages. Eight sources required**, and my agreement on topic. Use endnotes
- b. A book report on two books cleared with me in advance, **8-12 pages in length**. These books should be on similar topics that can be compared/contrasted to each other. I will hand out a guide on writing book reviews. You can use Stewart or Chandrasekaran as one of the books.

*****SOURCES:** Graduate and undergrad students should be aware that textbooks are unacceptable as sources for research papers. They are useful for getting ideas regarding subjects, **but not** as sources for citation. Also, sources from the web are good if they come from on-line scholarly journals or are documents. BUT, blog opinions and chat webs or input from an individual do not qualify as sources.

Grading. Assignments will be weighted as follows: Undergrads - mid-terms 20% each; paper/book report 25%; final exam 25%. This leaves 10% for class participation in discussion related to the book or documents. Graduate students have a scale of 150%, not 100% like the undergrads. Mid-terms are 30% each; research paper 40%; final exam 30%; document presentation 15%, leaving 5% for participation. In all cases, percentages can be affected by consistent improvement or decline over the semester.

Attendance. Class attendance is expected and attendance will be taken. Regular non-attendance will be punished. Any student missing .25 (6) of the lectures will have his/her grade dropped by ½; anyone missing .33 (8) of the lectures will lose a full grade. I assume in these cases that the student is relying on other people's work (notes) for the course. These rules begin as of Tuesday 9/2. If there are special circumstances, please see me.

EXAMS MUST BE TAKEN WHEN SCHEDULED UNLESS A VALID MEDICAL EXCUSE EXISTS; leaving a phone or email message the day of the exam is not a valid excuse unless documentation can be provided. **Travel plans are not accepted as an excuse for rescheduling exams, including the final exam. ****PLEASE NOTE:** our final exam is scheduled for Tuesday, December 16, 11:00 a.m.–1:00 p.m.

Behavior in class. Two items to note. 1. CELL PHONES/PAGERS. All must be turned off before entering the class room. After a one-week grace period for the truly absent-minded, any person whose cell phone goes off in class [from 9/28] must leave the class for the remainder of that class. 2. Reading newspapers. Occasionally a student who may have no idea why s/he is in the class decides to read the Wildcat while I'm lecturing. These people must also leave the class. 3. Students should not be getting up, leaving the class and then returning unless there are valid reasons that I know about. It disrupts the class.

Plagiarism. This means that a person presents someone else's words/research as his/her own. Usually a student hands in a paper copied from another source without footnotes or any other attribution of the source, pretending it is the student's writing. Plagiarism can also mean a person

writes a draft of a paper and has someone else rewrite it for them. With the internet plagiarism has greatly expanded - but so have search engines for discovering sources of plagiarism!

Remember that online sources for a paper must be real sources, scholarly works, documents etc. Opinions expressed online do not qualify as “sources.”

Plagiarism is cheating. I treat it by failing the person **for the course**, not just the assignment and I report it to the administration. If any student has doubts about what plagiarism is, please consult me.

Other sources. I'll be happy to provide recommendations for newspapers and journals, but there are four web sites that give you the opportunity to explore many areas: menic@utexas.edu; www.mideasti.org; www.fmep.org; www.gulf2000.columbia.edu.

LECTURES AND READINGS

Week 1

8/26. Introduction to the course. The Islamic World to 1300.

Readings: Cleveland, Ch. 1, 2. **Optional:** Gettleman & Schaar (G&S), pp. 5–17, 48–51..

8/28. The Ottoman and Safavid Empires to 1775.

Readings: Cleveland, Ch. 3; G&S, pp. 37–46 (**R**); 62–65 (**Op'l**).

QUESTIONS: How does Islam view Judaism and Christianity? How large was the Ottoman Empire and what was the extent of the “Islamic world” around 1600?

Week 2

9/2. The Ottoman Empire, 1775–1856: External Threats, Internal Reforms.

Readings: Cleveland, Ch. 4, pp. 81–84; G&S, pp. 69–76, 80–84.

9/4. The Ottoman Empire, 1856–1914.

Readings: Cleveland, pp. 84–92, 119–22, 133–40; G&S, pp. 76–77, 92–95, 277–80.

QUESTION: What impact did European economic inroads have on local societies, including women, and how did Middle East rulers respond?

Week 3

9/9. Iran, 1775–1914.

Readings: Cleveland, pp. 109–17, 143–48; G&S, 77–78; Keddie, Ch. 2-3.

9/11. Egypt and the Great Powers, 1798–1882.

Readings: Cleveland pp. 64–77 (review), 92–102.

QUESTION: Were the experiences of Iran and Egypt under European pressure similar or different?

Week 4

9/16. Egypt under British Occupation, 1882–1914.

Readings: Cleveland, pp. 103–09, 116–17; G&S, pp. 97–99.

9/18. The Arab Lands under Ottoman Rule.

Readings: Cleveland, pp. 89–92 (review), 122–32; G&S, pp. 95–97.

Week 5.

9/23. ***MID-TERM***

Week 6

9/25. World War I: the Great Powers and the Arab Lands.

Readings: Cleveland, Ch. 9; G&S, pp. 119–22.

9/30. World War I: Zionism, the Balfour Declaration, and the Peace Settlements.

Readings: Cleveland, pp. 239–44; G&S, 168–73.

QUESTIONS: What were Britain's primary goals in the Middle East during the War? What factors encouraged Arabs to side with or against the Ottomans?

Week 7

10/2. Turkey, 1920–1945: Nationalism and Secularism.

Readings: Cleveland, pp. 171–85; G&S, 125–32. Discussion.

10/7. Iran to 1940. Pahlavi Reforms and Shi'i reaction.

Readings: Cleveland pp. 185–92; Keddie, Ch. 3, focus on 1921-1941 period.

QUESTION: How would you compare the Turkish and Persian modernization/"secularization"?

Week 8

10/9. Egypt: Nationalism, Secularism and Islamic Reaction to 1945.

Readings: Cleveland pp. 193–204; G&S, pp. 300-03.

10/14. The Central Arab Lands 1920–1945: Syria, Lebanon, Iraq, Transjordan, Saudi Arabia. Focus on Iraq.

Readings: Cleveland, pp. 204–15, Ch. 12; G&S, 138–43.

QUESTION: Did these areas follow similar paths in their state formation/social composition? Were the Egyptian and Iraqi experiences similar or different?

Week 9

10/16. The Palestine Mandate to 1939.

Readings: Cleveland, pp. 244–57.

10/21. The Palestine Mandate to 1939 (cont.)

Readings: Cleveland, pp. 257–61; G&S, pp. 173–86 (top).

10/23. ***MID-TERM***

Week 10

10/28. World War II and the Creation of Israel, 1940–1948.

Readings: Cleveland pp. 261–71; G&S, pp. 186–92 (top).

10/30. World War II and its Significance: the End of Empires and the Cold War, 1945–1992.

Readings: G&S, pp. 237–47, 266–69, 273–74.

QUESTION: Could the US-Soviet Cold War be seen as one of empires in conflict?

Week 11

11/4. Turkey: the Ataturk Legacy faced with Democracy and Islam, 1945–1996.

Readings: Cleveland, pp. 275–88, 523–29.

QUESTION: Did democracy ensure the reappearance of Islam as a major force in Turkey?

11/6. Iran: the Shah's Search for Survival, 1945–1979.

Readings: Cleveland, pp. 288–300; G&S, pp. 253–57; Keddie, Ch. 6-7.

QUESTION: Did the Shah's policies make the Islamic Revolution inevitable?

Week 12

11/11. Iran: the Islamic Revolution and its Significance.

Readings: Cleveland Ch. 20; G&S, 257–61, 266–69. Keddie, Ch. 9-10.

11/13. Israel, the Arab states, and the Great Powers to the Suez Crisis, 1949–1956.

Readings: Cleveland, pp. 301–13; G&S, pp. 192–93, 247–48.

Week 13

11/18. Nasser and the Arab State System: Build-Up to the 1967 War.

Readings: Cleveland pp. 313–39; G&S 247--48.

QUESTION: Could the 1967 War have been avoided?

11/20. The 1967 War and Its Legacy: the Palestinians, Lebanese Civil War; Political and Socioreligious Responses in Egypt and Israel.

Readings: Cleveland, pp. 339–67, Ch. 18 (for next week also); G&S, pp. 193 (bottom)–206, 303–06. **Begin reading Chandrasekaran and Stewart over vacation.

QUESTION: How was the 1967 War a watershed event in political and religious terms?

Week 14

11/25. ***NO CLASS***

11/27. ***THANKSGIVING***

Week 15

12/2. Iran and Iraq: 1979—1992.

Readings: G&S, pp. 266—77 (partial review); Cleveland, Ch. 18 (Review). Keddie, Ch. 10.

12/4. Iraq and Iran 1992—Social Changes and Social Tensions.

Readings: Cleveland, Ch. 19 (focus on Iraq), Ch. 22, Ch. 23 to p. 512; G&S, pp. 331—53; Keddie, Ch. 12 and Conclusion.

Week 16

12/9. The Middle East Today: Review.

Readings: TBA – to be announced.

*******PAPERS DUE*******

FINAL EXAM: Tuesday 16 December 11:00 a.m.–1:00 p.m.