Office Hours: Tuesday 1-3 – Wednesday 5-6 – Thursday 5-6

Description. This course deals with the development of the Middle East in the 19\textsuperscript{th} and 20\textsuperscript{th} centuries until the Islamic Revolution of 1979 and the events of Lebanon and Palestine in the 1980s. It explores the transition from empires to nation states in the Arab world, Turkey and Iran through processes of modernisation in the political, social and cultural fields. The course is divided into two main sections which are organised chronologically and thematically, but each approximately covering one of the two centuries taken into consideration. The first part of the course deals with reform movements in the Ottoman and Qajar Empires, and the influence of the economic, political and cultural penetration of Europe. Indigenous responses are analysed through an understanding of revolutionary movements, and the emergence of new intellectual trends such as Nationalism and Islamic Modernism. The second part of the course examines the emergence of a state system after the First World War, the definition of colonial societies in the interwar period, and the consolidation of Arab, Turkish and Iranian Nationalism in the first half of the 20\textsuperscript{th} century. The later stage of modernisation and state formation is analysed through the study of revolutions in the Arab world and Iran, from the 1950s to the 1980s.

Learning and teaching methods. The teaching session will normally include lecturing, class discussion focussing on individual or group presentations, and discussion of primary sources. It is expected that all students participate actively in the seminar discussion which is a crucial element of the course. They should make their contribution through the critical assessment of the reading assignments, consideration of peer comments and presentations, and the discussion of ideas and arguments presented in class. Each student (either alone or in group) will make at least one oral presentations based on tutorial topics and readings. The oral presentation will be assigned in advance, and students are expected to make use of the required readings or other material such as videos, newspapers and other sources for that week. The presentation has to maintain a clear focus on the selected topic and offer a discussion of the relevant literature.

Attendance. It is expected students will attend at least 50\% of the course. Whereas students will fail to attend at least 50\% of the classes, final grade will be penalized; for example, if your final grade is A, you will be given B; if B you will be given C…and so forth.

Assessment.
- Mid-Term Exam 20\%
- Presentation (group work) 20\%
- Home Assignment 20\%
- Final Exam 40\%
You will be given grades in letter and percentage e.g. A (92%) – B (84%), so you will have a better idea where your grade stands and whether you are closer to the higher or lower mark.

**Mid-Term Exam.** Students are required to answer two questions out of 12 questions covering the topics of the first 8 weeks. Exam questions are drawn from the lectures and class discussions; a revision classe will be offered. Make-up will be allowed only after providing legitimate evidence. Day and time of the make-up will be agreed with me.

**Presentation.** Students (in group or single) are required to present a topic and lead a discussion following the topic suggested on a weekly basis or to deliver a presentation and lead a discussion on primary sources. Make-up presentation will be offered only if legitimate documentation will be provided.

**Home Assignment.** Students are required to submit by the end of the last class on week 14 an essay of 1,500-2,000 words on one of the seminar topics. Late submission will be penalized 2% per each working day.

**Final Exam.** Students are required to answer 3 questions out of 14 questions covering the topics discussed throughout the course (2 hours allowed). No make-up exam finals will be allowed.

**Reminder on the University Policy on Academic Integrity**
The University is committed to the highest standards of academic honesty and integrity. Students are expected to uphold the policies of the University in this respect. Students should familiarize themselves with these policies (http://www.wiu.edu/policies/acintegrity.php) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts, and participation in an offence. Academic dishonesty is a serious offence and can result in a mark of zero for an assignment or a grade of F for the entire course. Students must read the Official University Policy Manual for definitions of academic dishonesty (http://www.wiu.edu/policies/acintegrity.php).

**Plagiarism:** No student shall intentionally or knowingly submit the work of another as one’s own. To avoid plagiarism, students should not use another person’s words, ideas, images, or data without proper acknowledgement.

**Cheating:** No student shall intentionally use or attempt to use unauthorized materials, information, notes, study aids, solution manuals, or other devices in any academic exercise, test, or quiz.
Special Needs
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.

Library and study skills resources:
A tour of the library will be arranged in order to discuss the sources available in the study of the history of the Middle East.
Other sources available will be discussed in class.

Further Information:
Do not hesitate to contact me, however note that I will not reply to emails during the week end unless clearly concerning urgent matters.

COURSE OUTLINE
Introduction. The Ottoman and Qajar Empires on the Eve of ‘Modernity’
Reform in the Ottoman Empire: the Tanzimat Period, Sultan ‘Abdul Hamid and the Young Turk Revolution
Europe in the Ottoman Empire: Economic Penetration and the Eastern Question
Qajar Iran and the Constitutional Revolution of 1906-1911
The Arab Provinces in the 19th century
Nationalism in the Ottoman Empire
The End of the Ottoman Empire and World War I
The Peace Settlement, the Establishment of the Mandate System and the Arab Middle East in the inter-war Period
Ataturk and the Emergence of Modern Turkey
Iran: from the Qajars to the Pahlevis
Arab Independence and Arab Nationalism: Egypt, Iraq and Syria
Zionism, the Palestinian Mandate and the Establishment of the State of Israel
The Age of Revolutions: Egypt under Naser, Ba’thist rule in Syria and Iraq
The Arab-Israeli Conflict since 1967
The Iranian Revolution and the Islamic Republic

BIBLIOGRAPHY
Please familiarise with
• maps and atlases of the region
• the Encyclopaedia of Islam. This is an invaluable source of consultation, particularly the 2nd edition. Entries are arranged according to Middle Eastern terms, i.e. you will find the Ottoman reforms under “Tanzimat” and not under “reforms”, Islamic reform under “islah”, party under “hizb” etc. If in doubt you can always ask
• journals and reviews dealing with the modern history of the Near and Middle East. The
most important ones are: *International Journals of Middle Eastern Studies* (IJMES), *Middle Eastern Studies* (MES) and *British Journal of Middle Eastern Studies* (BJMES), all available on JSTOR. It is quite useful to consult them regularly as much of current scholarly debates take place in journals.

Books recommended for purchase:
Hanioglu, S. *A Brief History of the Late Ottoman Empire* (2008)

These books will help you throughout the course, however other readings are necessary. Most of the readings will be available on ERes or Jstor. I recommend also you “explore” the library and you do first hand research of the material required.

Books suggested
Also you should consult regularly:


Westernonline
You will have a WesternOnline companion site available for this course and **you must check it regularly** (at least twice a week). I will post announcements, lecture notes, calendar, grades, class materials, readings, external links and other useful materials. I also recommend using this tool to communicate with the other students of the course. Take advantage of WesternOnline as it will be your main companion for this course.

Readings Explanation

**Lecture Readings**
These readings are designed to give you the opportunity to understand better the topics discussed in the lectures and they will also give you more information to be used during class discussions. These readings will be also the most important in your revision for mid-term and final exams. I do expect you to make some (one or two at least) of the readings indicated.

**Class Discussion**
These are the readings all students **must read** in preparation for class. After each lecture we will have a discussion led by a student or a group of students. You are all required to participate actively and to this extent you need to be prepared.

**Primary Sources**
These are short readings which will read by those presenting by I strongly recommend all to read before class. We will discuss these sources in class.
Further Readings
This set of readings is completely optional; you may use these readings in preparation for exams or for your home assignment.
1) Introduction. The Ottoman and Qajar Empires on the Eve of Modernity


**Class discussion:** Orientalism and the methodological issues studying the Middle East.


2) Reform in the Ottoman Empire: the Tanzimat Period, Sultan ‘Abdul Hamid and the Young Turk Revolution


**Class discussion:** Ottoman reform proclamations and the issue of religious equality.


**Primary Sources:** P. Sedra ‘Observing Muhammad ‘Ali Pasa and his Administration’ (1.6); S. Gualtieri ‘Should a woman demand all the rights of a man?’ (3.2). Amin/Fortna/Frierson, *The Modern Middle East: a Sourcebook*; Baghdadi Jews React to the Modernization of the Ottoman Empire 1908 (Western on-line)


**Last day to decide on presentation**

3) Europe in the Ottoman Empire: Economic Penetration and the Eastern Question


**Class discussion:** European influence, Ottoman minorities and the transformation of the millet system.

Reading: article ‘millet’ in the Encyclopaedia of Islam; R. H. Davison, ‘The Millets as Agents of Change in the 19th century Ottoman Empire’ in Braude/Lewis (eds), *Christians and Jews in the*
Ottoman Empire: the Functioning of a Plural Society, pp. 319-337.

Primary Sources: R. Landen, ‘Muhammad ‘Ali’s development schemes in Egypt and Syria, 1834 and 1837’ (8.3); R. Landen, ‘Financial Imperialism and its Relationship to development; the Ottoman Public Debt Administration, 1881-1925’ (8.4). An Egyptian Khedival Decree Establishes a European Controlled PDA 1876 (Western on-line); The D’Arcy Oil Concession, in Gelvin, The Modern Middle East, p.154-156.


4) Qajar Iran and the Constitutional Revolution of 1906-1911


Class discussion: The agents of Revolution


Primary sources: D. Yaghoubian, ‘An Armenian-Iranian promoted to Amir Toman of the Persian Cossack Brigade’ (1.9); H. Berberian ‘Armenian and Iranian collaboration in the constitutional revolution’ (5.6). The Concession for the Tobacco Monopoly in Iran 1890 (Western online); The Supplementary Fundamental Law of 7 October 1907, in Gelvin, The Modern Middle East, p. 164-167.

Further reading: E. Abrahamian, Iran between the two Revolutions, pp.50-101; N.R. Keddie, Roots of Revolution, pp.40-78.

5) The Arab Provinces in the 19th century


Class discussion: Egypt in the 19th century

Reading: Cleveland A History of the Modern Middle East, p. 92-100/103-109


Primary sources: R. Landen, ‘Creating new institutions’ (1.5); I.F. Gesink, ‘Nationalist imagery in Egypt’s tabloid presses’ (2.2).


6) Nationalism in the Ottoman Empire


Class discussion: Egyptian Nationalism
Reading: A. Hourani, *Arabic Thought in the Liberal Age*, chp 8
‘The Confrontation of Imperialism with Nationalism, Lord Cromer’s Critique of Egyptian Nationalism’ in Landen, *The Emergence of the Modern Middle East*, pp.154-163;
Further reading:

**7) The End of the Ottoman Empire and World War I**


**Class discussion:** The significance and implications of wartime agreements
**Further reading:** E. Monroe, *Britain’s Moment in the Middle East, 1914-1956*, pp. 23-50; J. Nevakivi, *Britain, France and the Arab Middle East, 1914-1920*, chps 1, 2 and 4; M. Kent, *The Great Powers and the End of the Ottoman Empire*, chp 6; T. E. Lawrence, *Seven Pillars of Wisdom* (should be read through as a literary experience, as a sample you can try chps 2-5).

**8) The Peace Settlement and the Establishment of the Mandate System: the Arab Middle East in the inter-war Period**

**Lecture readings:** Cleveland *A History of the Modern Middle East*, Ch. 11-12; M. S. Anderson, *The Great Powers and the Near East, 1774-1923*, pp.170-174, 176-179. Gelvin *The Modern Middle East*, Ch. 11

**Class discussion:** The Iraqi mandate
**Primary sources:** R. Landen, ‘The rise of mass doctrinal parties: the program of Hasan al-Banna’ (1.13); N. Fuccaro, ‘An appeal from the Iraqi Minorities Rescue Committee’ (4.4). Antun Sa’adeh Declares his Vision of Greater Syria 1935 (Western online); The Resolution of the General Syrian Congress 1919 (Western online).

Revision

**9) Atatürk and the Emergence of Modern Turkey**

**Lecture readings:** Cleveland *A History of the Modern Middle East*, 175-185. A. Kazancigil, ‘The Ottoman-Turkish State and Kemalism’ and D. A. Rustow, ‘Atatürk as an

**Class discussion:** Kemalism, Secularism and Islam


**Primary sources:** C. Woodall, ‘The Turkish “Modern Woman”’ (3.5); National Pact (to be circulated);

**Further reading:** E. Zürcher, Turkey: a Modern History, pp.138-215; F. Ahmad, The Making of Modern Turkey, pp.72-102; B. Lewis, The Emergence of Modern Turkey, chp. 8.; M.Yapp, The Near East since the First World War, pp.147-166;

**Mid-Term Exam**

**10) Iran: from the Qajars to the Pahlevis**

**Lecture readings:** Cleveland A History of the Modern Middle East, 185-192. S. Cronin, ‘Reza Shah and the Paradoxes of Military Modernisation in Iran’ in S. Cronin (ed), The Making of Modern Iran; N. Keddie, Roots of Revolution, chp.5; Gelvin, The Modern Middle East, 192-196.

**Class discussion:** Comparing cultural modernisation in Turkey and Iran: dress and language policies


**Primary sources:** R. Landen ‘Iran and the National Front, a speech by Prime Minister Mohammed Mossadeq’ (5.10); P.E. Losensky ‘The Brigadier and the Imam: two commemorative poems from Iran’ (7.5); A.M. Ansari ‘Diplomatic and Court perspectives on the “White Revolution” in Iran’ (8.8)

**Further reading:** W. L. Cleveland, A History of the Modern Middle East, pp.271-282; E. Abrahamian, Iran between Two Revolutions, pp. 149-165; M.Yapp, The Near East since the First World War, pp.167-186

**11) Arab Independence and Arab Nationalism: Egypt, Iraq and Syria**


**Class discussion:** Arab nationalism, Egypt and the Palestinian question


**Primary sources:** ‘Journalism in Egypt in the 1920s and 1930s’ (2.6); E.L. Fleischmann, ‘Interview of a deputation of the Arab Women’s Committee in Jerusalem’ (3.7);

**Further reading:** S. Haim, Arab Nationalism: an Anthology, pp.3-72.
12) Zionism, the Palestinian Mandate and the Establishment of the State of Israel


**Class discussion:** The Arabs and Israel in 1948


**Primary sources:** Plan Dalet (to be circulated) I. Pappe, *The Ethnic Cleansing of Palestine*, chp. 5.; The Zionist Organization’s Memorandum 1919 (Western online); UNSCOP plan of partition and reactions (Western online); Declaration of the establishment of the state of Israel 1948 (Western online)


13) The Age of Revolutions: Egypt under Naser, Ba’thist rule in Syria and Iraq

**Lecture readings:** M.Yapp, *The Near East since the First World War*, chp. 8,9,10; W.L.Cleveland, *A History of the Modern Middle East*, chp. 15, 16,19; J.Gelvin, *The Modern Middle East a History*, Ch. 16; Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*, ch. 10.

**Class discussion:** Armies in politics


**Primary sources:** R. Landen, ‘The Program of the Ba’th Party 1963’ (1.15); S. Waltz, ‘Muslim state participation in UN human rights debates’ (6.10). Iraq’s Saddam Hussein Proclaims history as a tool for educating the masses 1975-78 (Western online)


14) The Arab-Israeli Conflict since 1948


**Class discussion:** The Time That Remains (movie)

Home Assignment due

15) The Iranian Revolution and the Islamic State

Lecture readings: V. Martin, Creating an Islamic State, chps. 5 and 8. J.Gelvin, The Modern Middle East a History, Ch. 19; Cleveland, A History of the Modern Middle East, ch. 20.

Class discussion: Continuity and Change in Modern Iranian History

Primary sources: Khomeini denounces the rule of the Shah 1971 (Western online); American report on revolution in Iran 1978 (Western online); Ayatollah Khomeini: Islamic Government, in Gelvin, The Modern Middle East, p. 319-320.

Further reading: N. Keddie, Roots of Revolution, chap. 9; V. Martin, Creating an Islamic State, chps 6, 7 and 9; E. Abrahamian, Iran between Two Revolutions, E. Abrahamian, ‘History Used and Abused’ in Khomeinism: Essays on the Islamic Republic, pp. 88-110; M. Yapp, The Near East since the First World War, chap 13;

Revision