HISTORY 6B: MODERN MIDDLE EASTERN HISTORY
SPRING 2005

Class location: Trotter 301
Class meeting times: MWF 11:30-12:20pm

Instructor: Professor Mario Ruiz
Office: Trotter 219
Office Hours: MWF 2-3pm
Phone Number: x2024
E-mail: mruiz1@swarthmore.edu

COURSE DESCRIPTION:

This is a survey course designed to give a historical understanding of the social and political changes that have occurred in the Middle East from 610 C.E. to the present. Within a general political framework, this course will cover the main social, economic, and intellectual currents that have transformed this region of the world. The primary emphasis of this course is how events today have been shaped and affected by the past. Geographically, the course focuses on the lands of the former Ottoman Empire (present-day Turkey, Palestine, Syria, Iraq, and Egypt) and Iran.

Topics to be covered include the rise of nationalism, British, French, and U.S. imperialism, and the creation of colonial and post-colonial states. More specifically, we will study 1) the political, social, and economic impact of European capitalism, imperialism and occupation, 2) states’ efforts to defend their power through government reform, 3) resistance, adaptation, accommodation, and protest by common people against both colonialism and their own governments’ growing power. Considerable attention will be devoted to the twentieth century and the historical roots of several current trends (i.e., nationalism, war, revolution, and the rise of political Islam). No prior knowledge of the region will be assumed or expected.

COURSE AIMS AND OBJECTIVES:

By the end of this course, students will be able to:

1) Identify the major events, processes, and actors that have shaped the development and history of the modern Middle East. Students should not only be able to discuss cogently who and what has shaped the Middle East, but more importantly, why.

2) Use the knowledge acquired in this class to interpret and analyze what is happening in the Middle East today. This course is not just historical background, but will provide the analytical tools by which students can compare and contrast past events with current events today.

3) Draw on factual knowledge about the Middle East and gain an appreciation of the writing of history. What events do historians choose to stress and why? How does the past inform the present?

4) Apply critical thinking and writing skills. Students will be able to evaluate reading material, identify main ideas and concepts, and place facts in a meaningful context.
COURSE REQUIREMENTS:

GRADING

Grades for this course will be based on the following percentages:

1) Map Quiz                         10%
2) Attendance & Participation       15%
3) Book Review                      25%
4) Mid-Term Exam                    25%
5) Final Exam                       25%

1. A map quiz will be given during the beginning of the second week of class and is worth 10% of the final grade.

2. You are expected to attend class regularly and to participate actively in class discussions. Assigned readings must be completed before the beginning of each class. While you are allowed two unexcused absences, you are expected to make up any work that you have missed. Students with three or more unexcused absences will not pass this course. Regular attendance, active participation, and the completion of periodic in-class assignments are worth 15% of the final grade.

3. Students will complete a five-to-six page, double-spaced review of a book that has been approved in advance by the instructor. The review will be worth 25% of the student’s final grade. Collecting and organizing information, critical evaluation of evidence presented in the book, conceptual analysis, and effective communication of your ideas are the criteria by which I will assess your reviews. Book reviews should include some or all of the following points:

   a) General remarks concerning the stylistic strengths/weaknesses of the author and the format of the book’s use/non-use of various types of illustrations, glossaries, indexes, etc.
   b) A brief statement of the author’s basic approach (stylistic, ideological, comparative) to the subject being discussed, and the ways in which this approach makes the book appealing or understanding to the reader.
   c) Your assessment of the strengths and weaknesses of the author’s approach based on at least some of the following criteria:

      • The success/failure of the author in covering new information, previously unavailable, which helps advance understanding of the subject being discussed.

      • The author’s use of the sources used in the book s/he has written and the credibility/acceptability of his/her argument.

   d) A general comparison of the author’s approach with those taken by others who have dealt with the subject and how you feel (state specific reasons!) this particular work measures up in comparison with these other works.
4. There will be two major exams, a midterm and a final. Each exam will consist of short identifications and essay questions that will involve thought, interpretation, or comparison rather than regurgitation of factual information covered in the class and specific thematic units. The mid-term and final constitute 50% of the final grade.

ACADEMIC INTEGRITY

Although all work submitted by a student in this course for academic credit will be the student's own work, you are encouraged to study together and to discuss information and concepts covered in lecture with other students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of e-mail, an e-mail attachment file, a diskette, or a hard copy.

If copying occurs, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Other penalties can include failure of the course and disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam and may lead to failure in the course and disciplinary action.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

I am available to discuss appropriate academic accommodations that may be required for students with disabilities. With the exception of unusual circumstances, requests for academic accommodations are to be made during the first three weeks of the semester. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

COURSE READINGS AND CLASS SCHEDULE (May change to accommodate guest presenters & student needs. Note: Films and short videos will be shown in class when appropriate and at the discretion of the instructor).

I. COURSE READINGS:

REQUIRED TEXTS:


• Fernea, Elizabeth Warnock, ed. Remembering Childhood in the Middle East: Memoirs from a Century of Change (Austin: University of Texas Press, 2002)


*Blackboard Readings*

II. CLASS SCHEDULE:

**Week 1:** The Rise of Islam: Muhammad, the Early Caliphs, and Islamic Expansion

Monday, January 17: Introduction and Background to the Course

• Goldschmidt, *Concise History*, 1-13

Wednesday, January 19: Muhammad and the First Four Sunni Caliphs

• Goldschmidt, *Concise History*, 29-60

*Blackboard Readings:*

*John Esposito, *What Everyone Needs to Know*, 4-24, 93-95

Friday, January 21: The Umayyad and ‘Abbasid Empires

• Goldschmidt, *Concise History*, 60-80

*Blackboard Readings:*

*Esposito, *What Everyone Needs to Know*, 39-49

**Week 2:** The Medieval Middle East: Holy Warriors, Households, and Harems

Monday, January 24: MAP QUIZ

The Crusades through Muslim and Christian Eyes

• Goldschmidt, *Concise History*, 81-98
Blackboard Readings:

*John Esposito, *What Everyone Needs to Know*, 79-84

Wednesday, January 26: Mamluks, Marriage, and Medieval Islam

•Goldschmidt, *Concise History*, 99-124

Blackboard Readings:

*John Esposito, *What Everyone Needs to Know*, 147-148
*Jonathan P. Berkey, “Women and Islamic Education in the Mamluk Period,” 143-157

Friday, January 28: The Rise of the Ottomans: The House of Osman to Suleyman the Magnificent (1280-1566)

•Goldschmidt, *Concise History*, 129-139

Blackboard Readings:


Week 3: The Age of Empire: Representations and Realities of Ottoman Rule

Monday, January 31: Ottoman Decline and the Age of Discovery

•Goldschmidt, *Concise History*, 139-142, 147-157

Blackboard Readings:

*Lady Mary Wortley Montagu, “The Selected Letters of Lady Mary Wortley Montagu (April 1, 1717-March 10, 1718),” 90-111
Wednesday, February 2: Napoleon’s Invasion of Egypt and Ottoman Reforms

•Goldschmidt, *Concise History*, 159-174

*Blackboard Readings*

*Louis Antoine Fauvlet Bourrienne, “The French View of Events in Egypt: Memoirs by Louis Antoine Fauvlet Bourrienne, Private Secretary to General Bonaparte,” 133-165
*Khaled Fahmy, “The Birth of an Army: Conscription and Resistance,” 76-111

Friday, February 4: The Poor and Everyday Life in the Late Ottoman Empire

*Blackboard Readings:

*Mine Ener, “Getting into the Shelter of Takiyat Tulun,” 53-76
*Mine Ener, “Among the Poor of Takiyyat Tulun,” 49-75, 156-161
*Paul Dumont, “Said Bey—The Everyday Life of an Istanbul Townsman at the Beginning of the Twentieth Century,” 271-287

**Week 4: From Empire to Nationalism: Early Zionism, Arab Nationalism, and World War One**

Monday, February 7: Jewish Nationalism and Early Zionism

•Goldschmidt, *Concise History*, 257-265

*Blackboard Readings:

*John Esposito, *What Everyone Needs to Know*, 73-76
*Theodor Herzl, “The Jewish State (1896),” 4-9

Wednesday, February 9: World War I, Lawrence of Arabia, and Arab Nationalism

•Goldschmidt, *Concise History*, 175-177, 184-188, 193-206

*Blackboard Readings:

*Sir Henry McMahon, “The McMahon Letter (October 24, 1915),” 11-12
*British and French Governments, “The Sykes-Picot Agreement
(May 15-16, 1916),” 13-16
*T.E. Lawrence, Seven Pillars of Wisdom, “Introductory Chapter,” “Chapters I to VII,” 23-63

Friday, February 11:  Famine, Riots, and Rebellion in Pre-Mandate Syria/Lebanon and Post-World War One Egypt

•Goldschmidt, Concise History, 177-184, 239-246

Blackboard Readings:


Week 5:  Manufacturing the Middle East: Colonial Citizens and the Mandate System

Monday, February 14:  Mandatory Politics: Post-War Syria/Lebanon and the Struggle for British Palestine

•Goldschmidt, Concise History, 206-210, 265-272
•Fernea, Remembering Childhood, 58-66

Blackboard Readings:


Wednesday, February 16:  British Iraq and the Failure of Nation Building

•Fernea, Remembering Childhood, 10-18, 94-99, 120-126

Blackboard Readings:


Friday, February 18:  Kemalism and the Birth of the Turkish Republic
**Week 6: New States, New Societies: Iran, Saudi Arabia, and Monarchical Egypt**

Monday, February 21: **Mid-Term Examination**

Wednesday, February 23: Reza Shah’s Iran and the Kingdom of Saudi Arabia

- Goldschmidt, *Concise History*, 188-191, 223-237
- Esposito, *What Everyone Needs to Know*, 49-52

Friday, February 25: Engendering Citizenship in Monarchical Egypt

- Goldschmidt, *Concise History*, 246-251

**Blackboard Readings:**


**Week 7: Memory and Mass Politics: World War II, the 1948 Arab-Israeli War, and Nasser’s Egypt**

Monday, February 28: Remembering World War II in the Middle East

- Mahfouz, *Midaq Alley*, all
- Fernea, *Remembering Childhood*, 101-111

Wednesday, March 2: The Creation of Israel and the 1948 War

- Goldschmidt, *Concise History*, 272-292, 295-299

**Blackboard Readings:**


Friday, March 4: The 1956 Suez Crisis, Nasserism, and the Cold War
• Fernea, *Remembering Childhood*, 178-188, 286-294

**Blackboard Readings:**


**NO CLASSES: SPRING BREAK (MARCH 4-MARCH 13)**

**Week 9: Revolutionaries Remembered: Decolonization, the Politics of Palestine, and the 1967 Arab-Israeli War**

**Monday, March 14:** The Struggle for Algerian Independence

**Blackboard Readings:**


**Wednesday, March 16:** The PLO and the Politics of Palestine

• Goldschmidt, *Concise History*, 310-315
• Fernea, *Remembering Childhood*, 213-221

**Blackboard Readings:**


**Friday, March 18:** The 1967 Arab-Israeli War

• Goldschmidt, *Concise History*, 317-333

**Blackboard Readings:**

“Resignation Broadcast (June 9, 1967),” 98-100, 102-105
*“Muhammad Hassanain Haykal, “An Armed Clash with Israel is Inevitable—Why? (May 26, 1967),” 100-102
*Yitzhak Rabin, “Nasser Waits for Rabin,” “The Six Day War,” 84-121
*UN Security Council, “Resolution 242 (November 22, 1967),” 116

Week 10: Unity or Division? The Road to Camp David and the 1979 Iranian Revolution

Monday, March 21: The 1973 Arab-Israeli War and Camp David

•Goldschmidt, *Concise History*, 333-345, 348-353, 371-375

*Blackboard Readings:*

*Anwar Sadat, “The October War,” “The Road to Peace,” 232-313
*Jimmy Carter, “Thirteen Days,” 319-403

Wednesday, March 23: The Lebanese Civil War and Sectarian Politics

•Goldschmidt, *Concise History*, 305-306, 345-348, 378-382, 397-398

*Blackboard Readings:*


Friday, March 25: The 1979 Iranian Revolution

•Goldschmidt, *Concise History*, 355-366, 382-384
•Esposito, *What Everyone Needs to Know*, 58-68

*Blackboard Readings:*

*Nikki Keddie, “Iranian Revolutions in Comparative Perspective,” 601-623
*Fakhreddin Azimi, “Amir Agha: An Iranian Worker,” 290-304

Week 11: Ideologies of Fear and Resistance: Ba’thists, the Religious Right, and the First Intifada


•Goldschmidt, *Concise History*, 367-371
•Fernea, *Remembering Childhood*, 270-284

*Blackboard Readings:*
Wednesday, March 30: Christian Zionists and the Israeli Right

• Goldschmidt, *Concise History*, 375-378

*Blackboard Readings:*

• Ehud Sprinzak, “From Pioneering to Terrorism: Gush Emunim and the Underground,” 145-179, 332-334


• Goldschmidt, *Concise History*, 395-397

*Blackboard Readings:*

• David Grossman, *Sleeping on a Wire*, “Chapters 1-3,” 9-67
• Joost Hiltermann, “Abu Jamal: A Palestinian Urban Villager,” 364-376

**Week 12:** A Decade of Missed Opportunities: The First Gulf War, the Oslo Peace Process, and the Second Intifada

Monday, April 4: The 1990-1991 Gulf War: Operations Desert Shield and Desert Storm

• Goldschmidt, *Concise History*, 385-395
• Halliday, *Two Hours*, 139-150, 175-192

*Blackboard Readings:*

• Douglas Little, “Kicking the Vietnam Syndrome: George Bush and the Gulf War,” 252-266, 365-357

Wednesday, April 6: The Making and Breaking of Oslo: The Arab-Israeli Peace Process in the 1990s

• Goldschmidt, *Concise History*, 398-403
•Halliday, *Two Hours*, 133-137

**Blackboard Readings:**

*Dennis Ross, “Rabin, Presidential Transition, the Syrian Pocket, and Oslo,”* 88-121
*Bill Clinton, Yitzhak Rabin, Yasir Arafat, “Speeches at the Signing of the Israel-PLO Declaration of Principles (September 13, 1993),” 425-428
*Yitzhak Rabin, “Speech to Knesset (September 21, 1993),” 428-433

Friday, April 8: Settlers, Suicide Bombers, and the Second Intifada

•Goldschmidt, *Concise History*, 403-404
•Esposito, *What Everyone Needs to Know*, 124-127, 157-159
•Halliday, *Two Hours*, 113-118

**Blackboard Readings:**

*David Grossman, “This War Cannot Be Won,” “Bad Fences Makes Bad Neighbors,” “Two Years of Intifada,” 170-188
*Dennis Ross, “Learning the Lessons of the Past and Applying Them to the Future,” “Epilogue,” 759-800

Week 13: September 11th and the War on Terror

Monday, April 11: Osama Bin Laden and Holy War, Inc.

•Halliday, *Two Hours*, 23-85, 159-166, 193-219, 233-236

**Blackboard Readings:**

*Usama bin Ladin, “Declaration of War (August 1996),” 137-142
* “Interview with Usama bin Ladin (October 1996),” 142-149
*“Interview with Usama bin Ladin (December 1998),” 151-157

Wednesday, April 13: September 11th and the Politics of Remembering
• Halliday, *Two Hours*, 225-232

*Blackboard Readings:*

*Richard Clarke, “Preface,” “Evacuate the White House,” ix-xiii, 1-34
*George W. Bush, “Address to the Nation (September 11, 2001),” “Address to Joint Session of Congress (September 20, 2001),” 319-326
*“Broadcast by Iraqi President Saddam Hussein (September 12, 2001),” 283-284
*Ali Yusefpur, “A Blow from Within (September 13, 2001),” 284-286
*“Interview with Ayman al-Zawahiri (October 7, 2001),” 288-289
*Atallah Abu Al-Subh, “To Anthrax (November 1, 2001),” 289-290
*Rif’at Sayyid Ahmad, “Is Usama bin Ladin the Culprit? Has World War III Started? (September 14, 2001),” 291-292
*Fahid al-Fanik, “We Would Help the United States If It Would Help Us (September 17, 2001),” 293-294
*Makram Muhammad Ahmad, “A Little Justice to Help Uproot Terrorism (September 21, 2001),” 294-296

Friday, April 15: Operation Enduring Freedom and the War on Terror in Afghanistan

*Blackboard Readings:*

*George W. Bush, “Address to the Nation (October 7, 2001),” “Address to the UN General Assembly (November 10, 2001),” 326-334
*Tony Blair, “Speech to the Labor Party Conference (October 1, 2001),” 334-339
*“Broadcast by Usama bin Ladin (October 7, 2001),” 249-251
*Suleiman Abu Ghaith, “Al-Qa’ida Statement (October 10, 2001),” “Al-Qa’ida Statement (October 13, 2001),” 251-255
*”Broadcast by Usama bin Ladin (November 3, 2001),” 255-260
*“Dawn Interview with Usama bin Ladin (November 10, 2001),” 261-264

**Week 14:** The Return of Empire? The Second Gulf War (2003) and Neo-Colonial Politics
Monday, April 18: The Second Gulf War and Operation Iraqi Freedom

*Blackboard Readings:

*Bob Woodward, “Prologue,” “Epilogue,” 1-8, 401-443
*Richard Clarke, “Right War, Wrong War,” 262-274
*Juan Cole, “The United States and Shi’ite Religious Factions in Post-Ba’thist Iraq,” 543-566

Wednesday, April 20: Pax Americana and the Return of Empire?

• Halliday, Two Hours, 167-173

*Blackboard Readings:

*Barry Rubin, “The Truth about U.S. Foreign Policy,” 81-106
*Rashid Khalidi, “America, the West, and Democracy in the Middle East,” 37-73, 185-193

Friday, April 22: Al-Jazeera and Post-Colonial Medias

*Blackboard Readings:

*Mohammed El-Nawawy and Abdel Iskandar, “We Are What We Watch,” “A Major League Channel in a Minor League Country,” “The Battle for the Arab Mind,” 1-69, 207-208

Week 15: The Making of the Middle East in the 21st Century

Monday, April 25: Operation Ijtihad and Muslims in the ‘West’

• Manji, The Trouble with Islam, all
• Esposito, What Everyone Needs to Know, 52-56, 169-180
• Halliday, Two Hours, 104-113, 121-131

Wednesday, April 27: Cyber-Muslims and Digital Islam

*Blackboard Readings:

*Jon W. Anderson, “The Internet and Islam’s New Interpreters,” 41-56
*Gary Bunt, “Islam in the Digital Age,” 1-24, 205-211
*Bruce B. Lawrence, “Allah On-Line: The Practice of Global Islam
in the Information Age,” 237-253

Friday, April 29: Conclusion to the Course and Final Review
5-6 page Book Review Due

*FINAL EXAMINATION*