

HIS 3055: MODERN MIDDLE EAST SPRING 2020

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Hours: Generally, between 2:30 and 5:00, M-F (or anytime you can catch me)

Course Objectives

In this course we will explore the history of the Middle East since 1800. While “Middle East” can be defined in a number of different ways, for our purposes we will consider our geographical boundaries to extend from Turkey in the north to the Arabian Peninsula in the south, and from North Africa in the west to Iran in the east. Not a day goes by without news reports concerning events in this part of the world and their potential impact on our lives. To understand what we see and hear in the media, we need to have a better grasp of the historical background to the many difficult issues which plague the region. You will attempt to accomplish this task (or at least begin the process) in this semester by studying in detail the historical processes which shaped the region, reflecting on various presentations of Middle Eastern events, and exploring in depth at least one of the disputed issues in the modern Middle East.

Texts

Gelvin, James L. *The Modern Middle East: A History*. Fourth Edition. New York: Oxford University Press, 2016.

Clancy-Smith, Julia, and Charles D. Smith. *The Modern Middle East and North Africa: A History in Documents*. New York: Oxford University Press, 2014.

*Panian, Karnig. *Goodbye, Antoura: A Memoir of the Armenian Genocide*. Stanford, CA: Stanford University Press, 2015.

Assignments and Expectations

1. Regular (as in every class) attendance is expected. Poor attendance and lack of participation in discussions will adversely affect your grade (up to one full letter grade).
2. There will be two major exams: a mid-term and a final. Both exams will be a mixture of short answers and essay questions.
3. Numerous quizzes will be given covering names, dates, terms, geography, etc. These may be weekly, they may be both announced and unannounced, and they may be drawn from term sheets handed out in class, your assigned readings, or other sources (including the New York Times!). There will definitely be a map quiz.
4. All students will keep a “journal” during this semester in which you will both summarize and reflect on materials related to your assigned topic which you encounter in various formats. More details on this assignment will be given separately.
5. All students will submit a 4-5 page reflection paper on the Panian book, due on **March 20**. More details later.

6. The final meetings of the semester will be devoted to in class presentations by students. These will consist of 10-15 minute presentations where you will present a particular perspective on an issue which is currently (or has recently) impacted the Middle East. In addition to your oral presentation, you will turn in to me an 8-10 page annotated bibliography of the sources you used to research your presentation. This will be due on the day you make your presentation.

7. Now, what you really want to know: how your grade will be calculated. Approximately as follows:

-Mid-term	20 %
-Final exam	20 %
-Quizzes	5 %
-Journal	20 %
-Panian paper	5 %
-Presentation/Annotated Bibliography	20 %
-Participation	10 %

Course Calendar

T	JAN	14	Course Introduction	
W		15	Setting: Late Antiquity to 1800	Gelvin, 1-23
F		17	(continued)	Smiths, 1-17
M		20	No Class	
W		22	Gunpowder Empires	Gelvin, 24-31
			Evilya Chelebi (I & II): Gelvin, 58-60	
			“Draft Treaty of Amity...”: Gelvin, 60-61	
F		24	Middle East and Modern World	Gelvin, 32-43
			The Travels of Sir John Chardin (I & II): Gelvin, 61-66	
M		27	War, Diplomacy & New Global Order	Gelvin, 44-57
			Napoleon in Egypt: Smiths, 22-28	
W		29	Defensive Developmentalism	Gelvin, 69-89
F		31	(continued)	
			Egypt Reforms: Smiths, 65-71	
			Treaty of Balta Liman: Gelvin, 166-167	
			(cf. U.S.-Ottoman Treaty: Smiths, 32-34)	
			Tanzimat Documents: Gelvin, 167-172 (Smiths, 71-74)	
			The d’Arcy Oil Concession: Gelvin, 172-175 (Smiths, 54-56)	
			[Russian-British Agreement on Iran]: Smiths, 56-57	
M	FEB	3	Imperialism	Gelvin, 90-105
W		5	(continued)	
			Algeria: Smiths, 29-32, 37-41 (Tunis)	
			Egypt: Smiths, 34-37, 41-43, 51-54	
F		7	19th Century Transformation	Gelvin, 106-139
			Huda Shaarawi: Gelvin, 177-178	
			[Women]: Smiths, 84-93	

M		10	Response of Islamic Society	Gelvin, 140-150
W		12	(continued) Jamal al-Din al-Afghani: Smiths, 57-59	
F		14	Secularism & Modernity	Gelvin, 151-157
			Al-Tahtawi: Gelvin, 178-179	
			Muhammad Abduh: Gelvin, 179-181	
			Egyptian Play: Smiths, 93-94	
M		17	(continued)	
W		19	Constitutionalism	Gelvin, 158-165
			[Young Turks]: Smiths, 82-84	
			Namik Kemal: Gelvin, 181-182	
			[Persia]: Gelvin, 182-185; Smiths 77-82	
F		21	WWI & State-Building by Decree	Gelvin, 189-204
			An Arab Soldier in Ottoman Army: Gelvin, 248-251	
			Armenian Question: Smiths, 109-113	
			Husayn-McMahon: Smiths, 113-116	
			Sykes-Picot: Smiths, 116-117	
			Syrian Conference 1919: Gelvin, 251-252; (Smiths, 122-125)	
			T.E. Lawrence on Iraq: Smiths, 133-135	
M		24	(continued)	
W		26	State-Building by Revolution	Gelvin, 205-219
			Bell on Egypt: Smiths, 125-127	
			Egyptian Protests: Smiths, 127-130	
			Taha Hussein: Smiths, 166-168	
			Hassan al-Banna: Smiths, 170-173	
			Reforms, Turkey & Iran: Smiths, 157-161	
F		28	(continued)	
M	MAR	2	Nationalisms	Gelvin, 220-229
			Adnan's "Living in Two Worlds": Smiths, 161-164	
W		4	Catch-up & Review	
F		6	Mid-Term Exam	
			SPRING BREAK--NO CLASS	
M		16	Armenian Genocide	Panian
W		18	Israeli-Palestinians	Gelvin, 230-247
			Herzl: Smiths, 43-44; Gelvin, 253-254	
			Balfour Declaration: Gelvin, 254 (Smiths, 118)	
			[Palestine WWI to 1948]: Smiths, 181-193	
F		20	(continued: 1948-1993)	

UN242: Smiths, 224-226
“Jerusalem the Gold”: Smiths, 226-227

M		23	(continued: 1993-present) [Israeli-Palestinian Negotiations]: Smiths, 262-266 Mahmud Darwish: Gelvin, 254-255; Smiths, 209-210
W		25	Autocratic States Gelvin, 259-287 Nasser Speech 1961; Gelvin, 359-360 Nasser book 1955: Smiths, 211-212 Zakaria Tamer (Egypt): Gelvin, 360-362
F		27	(continued)
M		30	Oil Gelvin, 288-299 Aramco: Smiths, 198-201 Algeria: Smiths, 216-221 Qaddafi’s Green Book: Smiths, 228-233
W	APR	1	(continued)
F		3	U.S. and the Middle East Gelvin, 300-316 Mossadegh: Smiths, 214-216 Eisenhower Doctrine: Smiths, 212-214 Al-Qaeda: Smiths, 272-275 Amnesty International Report 2007: Smiths, 283-286 Human Rights Watch 2004: Smiths, 286-289
M		6	(continued)
W		8	Resistance Gelvin, 317-333 Ali Shariati: Gelvin, 362-364 Ayatollah Khomeini: Gelvin, 364-365; Smiths, 235-237 Sayyid Qutb: Gelvin, 366-368; Smiths, 233-235
F		10	EASTER RECESS—NO CLASS
M		13	EASTER RECESS—NO CLASS
W		15	(continued)
F		17	Arab Spring Gelvin, 334-346 “April 6 Movement”: Gelvin, 368-369 Yassir al-Manawahly: Gelvin, 369-370 [Tunisia]: Smiths, 292-294
M		20	(continued)
W		22	Conclusions Gelvin, 347-358
F		24	Student Presentations

M	27	Student Presentations
W	29	Student Presentations
F	MAY 1	Student Presentations

Final Exam: Friday, May 8, 1:30-4:00

PLNU Mission 
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.