

HIS 3055: MODERN MIDDLE EAST SPRING 2022

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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*. Fifth Edition. New York: Oxford University Press, 2020.

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 18**. 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	11	Course Introduction	
W		12	Setting: Late Antiquity to 1800	Gelvin, 1-21
F		14	(continued)	Smiths, 1-17
M		17	No Class	
W		19	Gunpowder Empires	Gelvin, 22-29
			Evilya Chelebi (I & II): Gelvin, 56-58	
			“Draft Treaty of Amity...”: Gelvin, 58-59	
F		21	Middle East and Modern World	Gelvin, 30-41
			The Travels of Sir John Chardin (I & II): Gelvin, 59-64	
M		24	War, Diplomacy & New Global Order	Gelvin, 42-55
			Napoleon in Egypt: Smiths, 22-28	
W		26	Defensive Developmentalism	Gelvin, 67-88
F		28	(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		31	Imperialism	Gelvin, 89-105
W	FEB	2	(continued)	
			Algeria: Smiths, 29-32, 37-41 (Tunis)	
			Egypt: Smiths, 34-37, 41-43, 51-54	
F		4	19th Century Transformation	Gelvin, 106-139
			Huda Shaarawi: Gelvin, 177-178	
			[Women]: Smiths, 84-93	

M	7	Response of Islamic Society	Gelvin, 140-150
W	9	(continued) Jamal al-Din al-Afghani: Smiths, 57-59	
F	11	Secularism & Modernity	Gelvin, 151-157
		Al-Tahtawi: Gelvin, 178-179	
		Muhammad Abduh: Gelvin, 179-180	
		Egyptian Play: Smiths, 93-94	
M	14	(continued)	
W	16	Constitutionalism	Gelvin, 158-165
		[Young Turks]: Smiths, 82-84	
		Namik Kemal: Gelvin, 181-182	
		[Persia]: Gelvin, 182-185; Smiths 77-82	
F	18	WWI & State-Building by Decree	Gelvin, 189-206
		An Arab Soldier in Ottoman Army: Gelvin, 251-254	
		Armenian Question: Smiths, 109-113	
		Husayn-McMahon: Smiths, 113-116	
		Sykes-Picot: Smiths, 116-117	
		Syrian Conference 1919: Gelvin, 254-255; (Smiths, 122-125)	
		T.E. Lawrence on Iraq: Smiths, 133-135	
M	21	(continued)	
W	23	State-Building by Revolution	Gelvin, 207-221
		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	25	(continued)	
M	28	Nationalisms	Gelvin, 222-231
		Adnan's "Living in Two Worlds": Smiths, 161-164	
W	MAR 2	Catch-up & Review	
F	4	Mid-Term Exam	
SPRING BREAK--NO CLASS			
M	14	Armenian Genocide	Panian
W	16	Israeli-Palestinians	Gelvin, 232-250
		Herzl: Smiths, 43-44; Gelvin, 256-257	
		Balfour Declaration: Gelvin, 257 (Smiths, 118)	
		[Palestine WWI to 1948]: Smiths, 181-193	
F	18	(continued: 1948-1993)	
		UN242: Smiths, 224-226	
		"Jerusalem the Gold": Smiths, 226-227	

M	21	(continued: 1993-present) [Israeli-Palestinian Negotiations]: Smiths, 262-266 Mahmud Darwish: Gelvin, 257-258; Smiths, 209-210	
W	23	Autocratic States Nasser Speech 1961; Gelvin, 365-366 Nasser book 1955: Smiths, 211-212 Zakaria Tamer (Egypt): Gelvin, 366-368	Gelvin, 261-290
F	25	(continued)	
M	28	Oil Aramco: Smiths, 198-201 Algeria: Smiths, 216-221 Qaddafi's Green Book: Smiths, 228-233	Gelvin, 291-302
W	30	(continued)	
F	APR 1	U.S. and the Middle East 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	Gelvin, 303-320
M	4	(continued)	
W	6	Resistance Ali Shariati: Gelvin, 368-370 Ayatollah Khomeini: Gelvin, 370-371; Smiths, 235-237 Sayyid Qutb: Gelvin, 372-374; Smiths, 233-235	Gelvin, 321-339
F	8	(continued)	
M	11	Arab Spring "April 6 Movement": Gelvin, 374-375 Yassir al-Manawahly: Gelvin, 375-376 [Tunisia]: Smiths, 292-294	Gelvin, 339-347
W	13	(continued)	
F	15	EASTER RECESS—NO CLASS	
M	18	EASTER RECESS—NO CLASS	
W	20	Conclusions	Gelvin, 348-364
F	22	(continued)	
M	25	Student Presentations	
W	27	Student Presentations	
F	29	Student Presentations	

Final Exam: Friday, May 6, 7:30-10:00 a.m.

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.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

PLNU ACADEMIC ACCOMMODATIONS POLICY ☼

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY ☼

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

STATE AUTHORIZATION ☼

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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PLNU ACADEMIC HONESTY POLICY ☼

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.