

COURSE SYLLABUS

THE EMERGENCE OF THE MODERN MIDDLE EAST



POS 370/670

Spring 2016

Hours: Wednesdays, 18:30-21:15

Lecturer: A. Ebru Akcasu

Lecturer contact: ebru.akcasu@aauni.edu

Office hours: Wed., 18.00-18.30 (Faculty Lounge)

Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Intermediate/Advanced
Length	15 weeks	Pre-requisites	None
Contact hours	42 hours	Course type	BA/MA elective

1. Course Description

The modern Middle East stands at the forefront of current events as well as the interest of the public at large and the academic world because of what has been coined as “the clash of civilisations.” This course is aimed to provide students a firm grounding in the region’s nineteenth-century past in order to contextualize some of today’s predicaments and alleviate preconceptions and misunderstandings. The course focuses on the history of the Ottoman (including the Balkans and the Arab provinces) and Qajar (Iran) empires through the prism of the ideas and debates of modernity, reform, revolution, colonialism and nationalism.

2. Student Learning Outcomes

Upon completion of this course, students should have acquired a critical understanding of:

- Key concepts that frame discussions about the Middle East (e.g. modernity).
- Historiographical and paradigmatic developments that have impacted studies of the history of the Middle East.
- How to critically engage with debates surrounding the nineteenth-century history of the Middle East and to ascertain their relevance to the contemporary world, in verbal and written form.

3. Reading Material

The readings consist of several book chapters (made available in PDF form through NEO) and articles (accessible through databases such as JSTOR).

Required Materials

- Abrahamian, E. "The Causes of the Constitutional Revolution in Iran," *International Journal of Middle Eastern Studies* (1971): 197-211.
- Abrahamian, E. "Oriental Despotism: the Case of Qajar Iran." *International Journal of Middle Eastern Studies* (1974): 3-31.
- Abu-Manneh, Butrus. "The Islamic Roots of the Gülhane Rescript." *Die Welt des Islams* 34 (1994): 173-203.
- Amin, Michael, Benjamin C. Fortna, Elizabeth B. Frierson (eds.) *The Modern Middle East: A Sourcebook for History*. Oxford: Oxford University Press, 2007.
- Anscombe, Frederick F. *State, Faith, and Nation in Ottoman and Post-Ottoman Lands*. Cambridge: Cambridge University Press, 2014.
- Avery, P. et al (eds.) *The Cambridge History of Iran: From Nadir Shah to the Islamic Republic*. Vol. 7. Cambridge: Cambridge University Press, 1991.
- Bein, Amit. "A "Young Turk" Islamic Intellectual: Filibeli Ahmed Hilmi and the Diverse Intellectual Legacies of the Late Ottoman Empire." 39/4 (November 2007): 607-625.
- Brown, Carl L. (ed.) *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*. New York: Columbia University Press, 1996.
- Cohen, Julia Phillips. *Becoming Ottomans: Separdi Jews and Imperial Citizenship in the Modern Era*. Oxford: Oxford University Press, 2014.
- Cronin, Stephanie. "Importing Modernity: European Military Missions to Qajar Iran." *Comparative Studies in Society and History* 50:1 (Jan., 2008): 197-226.
- Der Matossian, Bedross. *Shattered Dreams of Revolution: From Liberty to Violence in the Late Ottoman Empire*. Stanford: Stanford University Press, 2014.
- Deringil, Selim. "Legitimacy Structures in the Ottoman State: the Reign of Abdülhamid II." *International Journal of Middle Eastern Studies* 23:3 (1991): 345-359.
- Gualtieri, Sarah. "Gendering the Chain Migration Thesis: Women and Syrian Transatlantic Migration, 1878-1924." *Comparative Studies of South Asia, Africa and the Middle East* 24.1 (2004): 67-78.
- Kushner, David (ed.). *Palestine in the late Ottoman period: Political, Social, and Economic Transformation*. Leiden: E.J. Brill, 1986.
- Halid, Halil. *The Diary of a Young Turk*. London: Adam and Charles Black, 1903.
- Hanioglu, Şükrü. *A Brief History of the Late Ottoman Empire*. Princeton: Princeton University Press, 2008.
- Hanioglu, Şükrü. *The Young Turks in Opposition*. New York: Oxford University Press, 1995.
- Hanoum, Zeyneb. *A Turkish Woman's European Impressions*. Philadelphia: J.B. Lippincott Co., 1913.
- Herzfeld, Michael. *Ours Once More: Folklore, Ideology, and the Making of Modern Greece*. New York: Pella Publishing, 1986.
- Hourani, Albert. *A History of the Arab Peoples*. Cambridge: The Belknap Press of Harvard University Press, 2002.
- Hourani, Albert et al (eds.) *The Modern Middle East: a Reader*. Berkeley: University of California Press, 1993.
- Hutchinson, John, Anthony Smith (eds.) *Nationalism*. Oxford: Oxford University Press, 1994.

- Kasaba, Reşat (ed.) *The Cambridge History of Turkey, Turkey in the Modern World*. Vol. 4. Cambridge: Cambridge University Press, 2008.
- Kayalı, Hasan. *Arabs and the Young Turks: Ottomanism, Arabism, and Islamism in the Ottoman Empire, 1908-1918*. Berkeley: University of California Press, 1997.
- Khater, Akram Fouad. ““House” to “Goddess of the House”: Gender, Class, and Silk in 19th-Century Mount Lebanon.” *International Journal of Middle East Studies* 28 (1996): 325- 348.
- Keddie, Nikki R. *Modern Iran: Roots and Results of Revolution*. New Haven: Yale University Press, 2006.
- Kurzman, Charles (ed.) *Modernist Islam: 1840-1940*. Oxford: Oxford University Press, 2002.
- Lewis, Bernard. *The Emergence of Modern Turkey*. New York: Oxford University Press, 2002.
- McCarthy, Justin. *The Ottoman Peoples and the End of Empire*. New York: Oxford University Press, 2001.
- Owen, Roger. “The Middle East in the Eighteenth Century—An ‘Islamic’ Society in Decline? A Critique of Gibb and Bowen’s Islamic Society in the West.” *Bulletin (British Society for Middle Eastern Studies)*, 3, 2 (1976): 100-117.
- Özdalga, Elizabeth (ed.) *Late Ottoman Society: the Intellectual Legacy*. London: Routledge, 2005.
- Rogan, Eugene. *Arabs: A History*. New York: Basic Books, 2009.
- Sadjı, Dana (ed.) *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century*. London: I.B. Taurus, 2007.
- Taglia, Stefano. *Intellectuals and Reform in the Ottoman Empire: the Young Turks on the Challenges of Modernity*. London: Routledge, 2015.
- Todorova, Maria. *Imagining the Balkans*. Oxford: Oxford University Press, 2009.
- Zarcone, T.H., and F. Zarinebaf, eds. *Les Iraniens D’istanbul*. Paris: Institut Français de Recherches en Iran et Institut Français d’Études Anatoliennes, 1993.

4. Teaching methodology

The courses will be divided into three components: lecture, seminar, and presentations. Following the lecture, students will be broken up into small groups. Students are expected to have read and analyzed the material beforehand. The reading material and its relevance to the lecture will be discussed in small groups, which will be followed by a general discussion in the class. Each session, the seminar will be followed by one or two individual presentations on a primary source material.

Presentations: Each student will give a 30-minute presentation on a reading to be chosen from the section designated “presentation texts” on the course outline. The presentations should contextualize the text in the broader history and literature, and should demonstrate independent research. The presentations are worth 15% of the final grade.

Response Papers: Students are expected to write a response paper that demonstrates reading and critical thinking, clearly presents a position, and makes a coherent argument. The

response papers are due on 2 March (Session 4). The question students are to respond to is whether “modernization” is the same thing “Westernization,” and to what degree—if any—reform in the late-Ottoman and Qajar cases was “Westernization,” “modernization,” or both. The papers must be 1,000 words (1,500 for M.A. students). Response papers are worth 15% of the final grade.

Midterm: The midterm will take place in Session 9, which marks the transition from a chronological to a more thematic approach in the course. It will consist of multiple choice and essay questions. The midterm is worth 15% of the final grade.

Final Papers: The students are expected to write a final paper to be chosen from a list of questions that will be provided in Session 6. The students alternatively have the choice of submitting their own topic for approval. The papers must be 2,500 words (3,000 words for M.A. students), double-spaced. The final paper should evidence critical thinking, use both primary and secondary sources, utilize correct citations and proper formatting, be well-structured with a clearly defined thesis statement, be original and demonstrate independent thought that goes beyond what has been discussed in class, and must be coherently and consistently argued. The final papers are worth 40% of the final grade.

Attendance and participation: Attendance and participation are worth 15% of the final grade.

5. Course Schedule

Session 1 (Feb. 10): Introduction to the background of the modern Middle East

- Introduction to the class, historical contextualization through Napoleon’s invasion of Egypt, definitions and paradigms that frame the subject at hand, e.g. “Modernity,” “Middle East,” “Golden Age,” “Decline.”
- Presentation assignments.
- Discussion texts for Session 2:
 - o Owen, Roger. “The Middle East in the Eighteenth Century—An ‘Islamic’ Society in Decline? A Critique of Gibb and Bowen’s Islamic Society in the West.” *Bulletin (British Society for Middle Eastern Studies)* 3,2 (1976), pp. 100-117.
 - o Sajdi, Dana. “Decline, its Discontents and Ottoman Cultural History: By way of Introduction,” in D. Sajdi ed. *Ottoman Tulips, Ottoman Coffee*, pp. 1-40.

Session 2 (Feb. 17): At the dawn of the Nineteenth Century

- Required reading:
 - o Hanioglu, Şükrü. *A Brief History of the Late Ottoman Empire*. “The Ottoman Empire at the Turn of the Nineteenth Century,” pp. 6-41.
 - o Keddie, Nikki R. *Modern Iran: Roots and Results of Revolution*. “Religion and Society to 1800” and “Foundations of Nineteenth-Century Iran,” pp. 1-36.
- Presentation texts:
 - o “Negotiating the Power of the Sultan: the Ottoman Sened-i İttifak, 1808,” in *The Modern Middle East*, pp. 22-31.
 - o Tucker, Ernest. “Letters from Nader Shah to the Ottoman Court, 1736,” in *The Modern Middle East*, pp. 388-394.

Session 3 (Feb. 24): A “New Order,” Part I: Ottoman Reform

- Required reading:
 - o *The Cambridge History of Turkey*, Vol. 4, Carter V. Findley, “The Tanzimat,” pp. 9-37.
 - o Hanioglu, Şükrü M., *A Brief History of the Late Ottoman Empire*. “Initial Ottoman Responses to the Challenge of Modernity,” “The Dawn of the Age of Reform,” and “The Tanzimat Era,” pp. 42-72.
- Presentation texts:
 - o “The Young Ottoman: Namık Kemal’s ‘Progress’, 1872” in *The Modern Middle East*, pp. 406-411.
 - o Lewis, Bernard. *The Emergence of Modern Turkey*, “The Impact of the West,” pp. 41-73.
 - o Abu-Manneh, Butrus. “The Islamic Roots of the Gülhane Rescript.” *Die Welt des Islams* 34 (1994), pp. 173-203.

Session 4 (Mar. 2): A “New Order,” Part II: Qajar Reform

- ****RESPONSE PAPERS DUE. SUBMIT THROUGH NEO****
- Required reading:
 - o *The Cambridge History of Iran*, Vol. 7, “Iran under the later Qajars, 1848-1922,” pp. 174-192.
 - o Cronin, Stephanie. “Importing Modernity: European Military Missions to Qajar Iran.” *Comparative Studies in Society and History* 50:1 (Jan., 2008), pp. 197-226.
- Presentation texts:
 - o “The West through the eyes of an Iranian monarch: Naser al-Din Shah’s first trip to Europe, 1873,” in *The Modern Middle East*, pp. 411-416.
 - o Abrahamian, E. “Oriental Despotism: the Case of Qajar Iran,” *International Journal of Middle Eastern Studies* (1974), pp. 3-31.

Session 5 (Mar. 9): Absolutism and Constitutionalism, Part I: the Ottoman Case

- ****STUDENTS RECEIVE FEEDBACK ON RESPONSE PAPERS****
- Required reading:
 - o Deringil, Selim. “Legitimacy Structures in the Ottoman State: the Reign of Abdülhamid II.” *International Journal of Middle Eastern Studies* 23:3 (1991), pp. 345-359.
 - o Fortna, Benjamin. “The Reign of Abdülhamid II.” *The Cambridge History of Turkey*, Vol. 4, pp. 38-61.
- Presentation texts:
 - o Deringil, Selim. “They Confuse and Excite the Minds: the Missionary Problem,” in *The Well-Protected Domains*, Ch. 5, pp. 112-134.
 - o Hanioglu, Şükrü. *The Young Turks in Opposition*, “Ideological Roots of the Young Turks,” pp. 7-27.
 - o Der Matossian, Bedross. *Shattered Dreams of Revolution: From Liberty to Violence in the Late Ottoman Empire*, “Conclusion,” pp.173-181.

Session 6 (Mar. 16): Absolutism and Constitutionalism, Part II: the Qajar Case

- Required reading:
 - o Keddie, Nikki R. *Modern Iran: Roots and Results of Revolution*, “Continuity and Change Under the Qajars,” pp. 37-58.

- Abrahamian, E. “The Causes of the Constitutional Revolution in Iran,” *International Journal of Middle Eastern Studies* (1971), pp. 197-211.
- Presentation texts:
 - “Sayyid Jamal al-Din al-Afghani, Iran, 1838-1897,” in Kurzman (ed.), *Modernist Islam: 1840-1940*, pp. 103-111.
 - E. Abrahamian “The Crowd in the Persian Revolution,” in Hourani, Albert et al (eds.) *The Modern Middle East: a Reader* pp. 289-310.

Session 7 (Mar. 23): The Periphery, Part I: the Arab Provinces

- Required reading:
 - Hourani, Albert. “Ottoman Societies,” in *A History of the Arab Peoples*, pp. 231-249.
 - Hourani, A. “Ottoman Reform and the Politics of Notables,” in Hourani et al (eds.) *The Modern Middle East, a Reader*, pp. 83-110.
- Presentation texts:
 - Khater, Akram Fouad, ““House” to “Goddess of the House”: Gender, Class, and Silk in 19th-Century Mount Lebanon.” *International Journal of Middle East Studies* 28 (1996), pp. 325- 348.
 - Gerber H. “A New Look at the Tanzimat: the case of the province of Jerusalem,” in Kushner ed., *Palestine in the late Ottoman period: Political, Social, and Economic Transformation*, pp. 30-45.

****March 28- April 1: Mid-Term Break (NO CLASS ON WEDNESDAY, 30 MARCH)****

Session 8 (Apr. 6): The Periphery, Part II: the Balkans

- Required reading:
 - McCarthy, Justin, “The Balkans” in *The Ottoman Peoples and the End of Empire*, pp. 38-63.
 - Todorova, Maria, “Ottoman Legacy in the Balkans,” in Brown (ed.) *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*, pp. 48-78.
 - Rusinow, Denisson, “Yugoslavia’s Disintegration and the Ottoman Past,” in Brown (ed.) *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*, pp. 78-100.
- Presentation texts:
 - Merzfeld, Michael. “Extroversion and Introspection” in *Ours Once More: Folklore, Ideology, and the Making of Modern Greece*, pp. 24-53.
 - Todorova, Maria. “The Discovery of the Balkans” in *Imagining the Balkans*, pp. 62-88.

Session 9 (Apr. 13): Mid-Term Exam

Session 10 (Apr. 20): Nations and Nationalisms

- Required reading:
 - Anderson, Benedict. “Imagined Communities” in Hutchinson, John and Anthony Smith (eds.) *Nationalism*, pp. 89-96.
 - Hobsbawn, Eric. “The Nation as Invented Tradition” in Hutchinson, John and Anthony Smith (eds.) *Nationalism*, pp. 76-83.

- Presentation texts:
 - o Kayalı, Hasan. “The Opposition and the Arabs, 1910-1911” in *Arabs and Young Turks: Ottomanism, Arabism, and Islamism in the Ottoman Empire, 1908-1918*, pp. 81- 115.
 - o Cohen, Julia Phillips. “Introduction: Becoming a Model Millet,” *Becoming Ottomans: Separdi Jews and Imperial Citizenship in the Modern Era*, pp. 1-19.
 - o Anscombe, Frederick, “Introduction,” *State, Faith, and Nation in the Ottoman and Post-Ottoman Lands*, pp. 1-18.

Session 11 (Apr. 27): Women and Modernity

- Required reading:
 - o Köksal, Duygu and Anastasia Falierou eds. *A Social History of Late Ottoman Women*, pp. 1-31.
 - o Najmabadi, Afsaneh. “Gendered Transformations: Beauty, Love, and Sexuality in Qajar Iran. *Iranian Studies* 34:1/4 (2001), pp. 89-102.
- Presentation texts:
 - o Frierson, Elizabeth B. “Women in Late Ottoman Intellectual History” in Özdalga (ed.) *Late Ottoman Society: the Intellectual Legacy*, pp. 135-162.
 - o Gualtieri, Sarah. “Gendering the Chain Migration Thesis: Women and Syrian Transatlantic Migration, 1878-1924,” *Comparative Studies of South Asia, Africa and the Middle East* 24.1 (2004), pp. 67–78.

Session 12 (May. 4): Intellectuals without Borders

- Required reading:
 - o Taglia, Stefano. “Young Turk émigrés, the press, and the Parisian *milieu*” in *Intellectuals and Reform in the Ottoman Empire: The Young Turks on the Challenges of Modernity*, pp. 29-52.
 - o Gurney, John. “E.G. Browne and the Iranian Community in Istanbul.” *Les Iraniens d’Istanbul*, in Zarcone et al (eds.) *Les Iraniens D’istanbul*, pp.149-175.
- Presentation texts:
 - o Hanoum, Zeyneb. “A Study in Contrasts,” “Dreams and Realities,” “The Moon of Ramazan,” “And is this Really Freedom?” in *A Turkish Woman’s European Impressions*, pp. 145-200.
 - o Halid, Halil. “The Sultan’s Policy” and “The Struggle with Young-Turkey” in *The Diary of a Young Turk*, pp. 175-200.
 - o Bein, Amit. “A “Young Turk” Islamic Intellectual: Filibeli Ahmed Hilmi and the Diverse Intellectual Legacies of the Late Ottoman Empire,” 39/4 (November 2007), pp. 607-625.

Session 13 (May 11): World War I and Post-War Realities

- Required reading:
 - o Eugene Rogan, “Divide and Rule: World War I and the Postwar Settlement” in *The Arabs, a History*, pp.149-174.
 - o Justin McCarthy, “The Turkish Republic,” *The Ottoman Turks: an Introductory History to 1923*, pp. 193-216.
- Presentation texts:
 - o “Tripartite Agreement on the Partition of the Ottoman Empire: Britain, France, and Russia, 26 April – 23 October 1916.”
 - o “The Husayn-McMahon Correspondence, 14 July 1915 – 10 March 1916.”

- “The British Declaration of Sympathy with Zionist Aspirations, 4 June – 2 November 1917”

*****Exam Week: 16-20 MAY, PAPERS DUE ON 16 MAY—SUBMIT THROUGH NEO*****

6. Course Requirements and Assessment

Feedback will be provided on all assignments in a timely manner, in order for students to be able to consistently improve their performance over the course of the term.

Assignment	Workload (Average)	Weight in Final Grade	Evaluated Student Learning Outcomes
Attendance and class participation	42 hours of attendance <i>and</i> 52 hours of reading preparation (4 hours per week).	15%	Arriving to class in a timely manner prepared to actively participate in discussions that come up.
Presentations	9 hours of research <i>and</i> 30 minute presentation	15%	Ability to demonstrate critical reading and interpretation of the texts and discussions through class presentations.
Response Papers	9 hours of research and writing <i>and</i> 30 minutes of formatting and proofreading.	15%	Ability to demonstrate critical reading and thinking. Demonstrative of engagement with the reading and key concepts. Ability to express ideas coherently.
Midterm Exam	10 hours preparation <i>and</i> 2 hour exam	15%	Ability to demonstrate knowledge of historical factors, actors, and events

			that have shaped the region. The essay section should be well structured, demonstrate critical thinking, and provide examples from both the lectures and the readings.
Final Paper	25 hours of independent research.	40%	Ability to demonstrate critical thinking and write in a well-structured, coherent, and academic manner using both primary and secondary sources, utilizing correct citations and proper formatting, and arguing a clearly defined thesis statement.
TOTAL	150	100%	

7. Detailed description of the assignments, with percentage breakdown of each component of the assignments indicated in parentheses.

a. Attendance and Participation: 15%

Assessed component:	Percentage:
Timely attendance for each session	70%
Active participation (showing student has done readings, etc.)	30%

b. Presentations: 15%

Assessed Component:	Percentage:
Demonstration of reading	25%
Historical contextualization	25%
Demonstration of critical thinking	25%

Meets the time requirement	25%
----------------------------	-----

c. Response Papers: 15%

Assessed Component:	Percentage:
On time with correct word-count	20%
Historical contextualization	20%
Demonstrates reading and critical thinking	20%
Nuanced (e.g. avoids generalizations)	20%
Grammar and Structure	10%
Originality	10%

d. Midterm Exam: 15%

e.

Assessed component:	Percentage:
Multiple Choice	50%
Essay	50%

f. Final Paper: 40%

Assessed Component:	Percentage:
On time with correct word-count	20%
Historical contextualization	20%
Demonstrates reading and critical thinking	20%
Nuanced (e.g. avoids generalizations)	20%
Grammar and Structure	10%
Originality	10%

The final paper should be **approx. 2500 words (3,000 for M.A. Students)** in length.

8. General Requirements and School Policies

- All coursework is governed by AAU academic rules, and students are expected to maintain the highest standards of honesty and academic integrity in their work. All students are expected to be familiar with the AAU academic rules available in the Student Handbook.
- **Communication:** The university and lecturers will use only the student's university email address for communication. Students are responsible for checking their university email accounts regularly.
- **Attendance** is required. Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

- **Mobile phones should be on silent;** no calling or texting during class meetings (wait until the break).
- **Late work:**
- **Missed exams:** As there is only one midterm exam, there will be only one date when to take it. In case of dire need (broken leg or similar) the student can take it extra after agreement with the lecturer.
- **Cheating and plagiarism:** AAU strictly enforces its policy against cheating and plagiarism. Full policy is available in the Student Handbook.

Briefly: Cheating and plagiarism results in the failing grade from the assignment at minimum, it may lead to suspension from the university.

To prevent any misunderstanding, plagiarism is defined:

PLAGIARISM – “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”

- Taken from the Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993.

Students with Disabilities: Students with disabilities are asked to contact their lecturer as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.