

HIST 3410

History of the Modern Middle East

Peter Mentzel

Office: Old Main 321 G

Office hours: Tues and Thurs 3-4PM and by appointment

Tel.: 797-0147

Email: pmentzel@hass.usu.edu

The course material begins with the transformation of the Ottoman Empire during the eighteenth century and ends with current events. The course has two main areas of emphasis. First, the material provides an overview of some of the most important developments and themes of modern Middle East history. Second, the course will focus on the development of different identities within an Islamic and Middle Eastern context.

Texts:

William Cleveland, *A History of the Modern Middle East* (third or fourth edition)

Yashar Kemal, *Memed, My Hawk*

A selection of primary source readings on electronic reserve (e.r.)

Week 1 (Jan. 9-11): The Early Modern Middle East

READINGS: Cleveland, Chaps. 1-3. Stavrianos (e.r.), 2-8, 27-31.

(Main strengths and weaknesses of Ottomans and Safavids before the 18th Century.)

Week 2 (Jan. 16-18): Westernizing Reform

MAP QUIZ JANUARY 18

READINGS: Cleveland, Chaps. 4-5. Stavrianos (e.r.), 41-43.

(How had Ottoman Empire and Iran changed? Why? What was the reaction to change in the Ottoman Empire? General character of the Tanzimat reforms?)

Week 3 (Jan. 23-25): Reform and Imperialism

READINGS: Cleveland, Chap. 6

(How was Mehmet Ali different from the Tanzimat men? Similar? Were the Urabists nationalists? Were the New Ottomans? What were the connections between the New Ottomans and the Tanzimat men?)

Week 4 (Jan. 30-Feb.1): Islam and Reform

FIRST SHORT PAPER DUE FEBRUARY 1

READINGS: Cleveland, Chap.7. Keddie/Afghani (e.r.), 167-174, 181-187. Donohue & Esposito (e.r.), 20-23.

(Al-Afghani as a 'fundamentalist.' Pan-Islamism as nationalism?)

Week 5 (Feb. 6-8): The Young Turks

CLASS WILL NOT MEET FEBRUARY 8

READINGS: Cleveland, Chap.8. Edib (e.r.), v-xxv, 295-311.

(Was the Ottomanism of the Young Turks different from that of the New Ottomans? Connections of Hamidian and Young Turk eras to the Tanzimat?)

Week 6 (Feb. 13-15): Nationalism and Constitutionalism

READINGS: Cleveland, Chap.9. Berkes (e.r.), 214-223, 284-289. Devereux/Gökalp (e.r.), 12-33.

(How did the Iranian constitutional revolution differ from the Young Turk Revolution? What role did nationalism play in each revolution?)

Week 7 (Feb. 20-22): The End of the Ottoman and Qajar Orders

READINGS: Cleveland, Chap.10. Kemal, Chaps.1-10. Haim (e.r.), 75-93, Edib, 431-471.

(What sort of relationship existed between the growth of Arab and Turkish nationalism? What role did Islam play in each? What were the immediate effects of the destruction of the Ottoman and Qajar states?)

Week 8 (Feb. 27-March 1): The Turkish Republic and Pahlavi Iran

SECOND SHORT PAPER DUE MARCH 1

READINGS: Cleveland, Chap.11. Kemal, Chaps.11-20. Karpas (e.r.), 399-405.

(Comparison of Turkish Republic and Pahlavi Iran. Role of Islam in each case? Personalities of Atatürk and Reza Shah? The main problems faced by the Arabs?)

Week 9 (March 6-8): Arabism and Zionism

READINGS: Cleveland, Chap. 12, 13. Haim (e.r.), 229-249. Janowsky (e.r.), 134-141. Bickerton (e.r.), 56-57.

(What kinds of political models did the new Arab states adopt? To what degree did religion play a role in the independence movements or in the subsequent independent governments? What was the nature of Zionism? How did the war-time treaties set the stage for future conflict?)

Week 10 (March 12-16) NO CLASS MEETINGS (SPRING BREAK)

Week 11 (March 20-22): Democracy and Authoritarianism

BOOK REVIEW DUE MARCH 22

READINGS: Cleveland, Chaps.14-16. Kemal, Chaps. 21-38. Karpas (e.r.), 472-479

(The nature of "Revolution" in the Turkish, Royal Iranian, and Nasserist sense?)

Week 12 (March 27-29): Israel, the Arabs, and the Palestinian Question

READINGS: Cleveland, Chaps.17-18. Karpas (e.r.), 276-280, 294-297. Janowsky (e.r.), 166-177.

(How did the creation of the State of Israel change both the nature of Zionism and the idea of Palestine?)

Week 13 (April 3-5): Nationalism and the Baathists

READINGS: Cleveland, Chap. 19

Week 14 (April 10-12): Nationalism and “Islamism”

NO CLASS MEETING APRIL 12

THIRD SHORT PAPER DUE APRIL 10

READINGS: Cleveland, Chaps. 20-22. Karpal (e.r.), 95-103, 496-516.

(What is “Fundamentalism?” How do the ideas of al-Banna and Khomeini differ from those of al-Afghani? How are they similar? The role of Islam in the Iranian Revolution?)

Week 15 (April 17-19): “Fundamentalism”

READINGS: Cleveland, Chaps. 23-24

Week 16 (April 24-26): The Future of the Middle East

FINAL ESSAY TOPICS DISTRIBUTED APRIL 26

**FINAL ESSAY DUE IN HISTORY DEPARTMENT MAIN OFFICE BY 1:20PM,
TUESDAY, MAY 1, 2007**

COURSE STRUCTURE:

Each week of the course is structured around a very general theme which is itself broken down into a number of questions or problems. I will not spend much time lecturing on the basic historical material, as I expect you to get that from the textbook. Instead, class time will be devoted to exploring the specific problems and/or questions posed by each period. To help you focus on the readings I have provided you with a few basic questions or problems for each week. These are not the only ideas we will discuss but they should help you think about the readings.

Due to the structure of this course it is very important that everyone should have completed the readings for each week prior to the course meetings.

REQUIRED WORK:

There will be a map quiz and five written assignments. For the map quiz I will give you a study guide on the second day of class. The study guide will consist of a list of 40 place names and a blank map of the Middle East. On the day of the quiz I will hand out an identical blank map and a list of 20 place names drawn from the study guide. Of those 20 you will be required to place 10 on the map.

The five written assignments consist of three short papers, a book review, and a final essay. The short papers and the book review should be in the neighborhood of three double-spaced, typed pages each. The three short papers should review the readings for

the weeks preceding the paper's due date. For example, the first short paper (due on February 1) should review the readings from weeks 1-3. One week before a paper's due date, I will distribute a list of three possible questions/topics from which you will choose one. Thus, I will distribute the first essay's questions on January 25. The book review will examine the themes and images of Yashar Kemal's novel, *Memed, My Hawk*. The final essay should be approximately five pages long. During the last week of class I will distribute three possible topics for the final essay. Of these you will write on one. The final essay will be due at the time of the final examination.

Course work and grading:

Map Quiz	10 points
Three short papers	30 points (10 points each)
Book Review	20 points
Final Essay	40 points

MISCELLANEOUS:

I do not give any credit or points for attendance but you are unlikely to do well in the course if you miss more than a few meetings.

All papers are due at the beginning of class on the due dates noted in this syllabus. Papers will not be accepted after the first fifteen (15) minutes of class, nor will I accept papers submitted electronically (e.g., by email attachment) unless you have made prior arrangements with me. If you know you will be absent on the day a paper is due (or on the day of the map quiz) please notify me ahead of time so that we can work out a solution. A missed paper, without a prior excuse, will receive zero points. I will accept only genuine emergencies as ex post facto excuses for missed or late work. Thus, a death or illness in the family, or a car accident are acceptable excuses. Skiing, attending weddings, hangovers, or working late, for example, are not legitimate reasons for missing work in this course.

I am very reluctant to grant "incompletes" as course grades. If you are having trouble keeping up with the work, or otherwise feel that you will not be able to complete the course assignments, please come see me as soon as possible.

If you have a disability which you feel will hinder your ability to complete in a timely and satisfactory manner the work required of this course, please come see me as soon as possible so that we can work out some suitable arrangements.