

## **HTST 397.02: The Modern Middle East**

*Spring 2018*

*Instructor:* Adam Cahill

*Email:* ajcahill@ucalgary.ca

*Class:* Tuesdays/Thursdays (4:00-6:45 pm.), Room SB 105

*Office Hours:* Tuesdays and Thursdays (2:30-3:30 pm.), Room SS615

### *Course Description:*

The Middle East has undergone tremendous change and transformations within the last three centuries. This course will trace the disintegration of the Ottoman Empire from the latter half of the 19<sup>th</sup> century through the search for identity and structure by the region's residents that continues presently with the Arab Spring and a Middle East in flux. Major developments in Turkey, Egypt, Palestine/Israel and the greater Levant, as well as issues in Iran and Saudi Arabia, will all be examined. The course aims to provide students an opportunity to understand, and become knowledgeable about, the current situation and tension in the Middle East by examining the ideologies and changes in structure, along with the various and evolving identities of the region. The ideology and evolution of states such as Turkey, Iran, Egypt and Palestine/Israel will illustrate these widely diverse Middle Eastern identities. Importance will be placed on the interaction between the residents of the Middle East and the Western powers who entered the area (Britain, France, and the United States), and the repercussions for the region.

Specifically, the course will cover the final years of the Ottoman Empire; the creation of the mandate system in the Levant and the British occupation of Egypt; the Cold War's influence and interaction with Middle Eastern developments; the impact of oil; the rise of different Islamic movements through the 20<sup>th</sup> century coinciding with decolonization; the entrance of, and tension with America, in the Middle East. The course will wrap up with 21<sup>st</sup> century developments, such as: 9/11, the Arab Spring, and the rise and potential fall of ISIS. Central to the course will be the idea of identity, specifically, how inhabitants defined themselves through their shifting experiences within the Middle East under the Ottomans, British, French and Americans. Throughout the course, students will explore larger historical questions, including, but not limited to: What is the Middle East? Has the nation state model worked in the region? How have the region's current developments (for example, the Arab Spring, ISIS and the Syrian Civil War) arisen?

### *Required Textbooks:*

William L. Cleveland and Martin Bunton *A History of the Modern Middle East* (Boulder, CO: Westview Press, 2016).

Marvin E. Gettleman and Stuart Schaar *The Middle East and Islamic World Reader: An Historical Reader for the 21<sup>st</sup> Century* (New York: Grove Press, 2012)

*Requirements and Assignments:*

- (A) *Midterm Exam (30%):* **The Midterm will be written in class on June 5<sup>th</sup>, 2018.**
- (B) *Research Essay (30%):* **The Paper will be due on June 26<sup>th</sup>, 2018 (class time).**
- (C) *Final exam (40%):* **The final exam will be scheduled by the Registrar, University of Calgary.**

*Please note:*

The *Midterm exam* will comprise the identification of terms and short-answer questions .

The *Research Essay* should include at least **seven** sources, not including your textbook. The documents in the reader may be used; however, they will only count as **one** source, despite using different documents from the reader. Analytical essays posing questions, such as, why and how, instead of what, where, and when, demonstrate superior papers. Essays will be graded on: analysis, organization, syntax (grammar, spelling, and punctuation), strength of your thesis statement, and success in answering your research question. [There will be a discussion in class of what constitutes a strong thesis statement and how to write analytical papers.] The paper should be a *minimum of 2500 words* (10 pages, excluding footnotes/endnotes with a 12-point font), and a *maximum of 2800*. **Late papers will be penalized at 3% each day they are late -- everyday counts, including the weekend.**

The *Final Exam* will be cumulative (covering all classes) and will involve short-answer and essay questions -- students will be given a choice on long-answer questions, based upon the books, assigned articles (under required reading), and class lectures and notes.

*Participation:*

Please complete the assigned *Required Readings* before each class – these are specified in the syllabus below. The additional readings are optional, intended to bolster your interest in, and knowledge of, the topics, issues, and context addressed within this course. There will be opportunities to discuss current events in the Middle East, particularly, how recent events relate to any of the Readings from that week. In order to keep informed on news of the Middle East, here are some recommended links and options:

The New York Times [www.nytimes.com](http://www.nytimes.com)

The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com)

CNN [www.cnn.com](http://www.cnn.com)

The BBC [www.bbc.co.uk](http://www.bbc.co.uk)

The CBC [www.cbc.ca](http://www.cbc.ca)

Reuters [www.reuters.com](http://www.reuters.com)

The Guardian [www.theguardian.com](http://www.theguardian.com)

*Class Schedule and topics* (Note: these are subject to change):

**May 15: What is the Middle East? Boundaries and Ideas**

*Introduction*

**Required Reading:**

Rashid Khalidi “The Middle East as a Framework of Analysis: Re-mapping of a Region.”  
*Comparative Studies of South Asia and the Middle East*, Vol. 18, No. 1 (1998), 74-80.

Gettleman and Schaar, The Shia-Sunni divide, pp. 21-22 in *The Middle East Reader*.

Gettleman and Schaar, Orientalism vs the Clash of Civilizations, Lewis and Said, pp. 363-367

*Additional Reading:*

Schaar on the persistence of Orientalism, Gettleman and Schaar, pp. 372-377.

**May 17: The Tanzimat and its Deficiencies -- The Ottoman Effort to Reform and its Failure**

**Required Reading:**

Cleveland and Bunton, Chapter 5, pp. 76-96.

Gettleman and Schaar Decrees from the Ottoman Tanzimat, pp. 80-84.

**May 22: The Changing Middle East: Islam and The Egyptian Dilemma**

*Topic: Egypt*

**Required reading**

Cleveland and Bunton, Muhammad Ali, pp. 61-70; Britain in Egypt, 96-102

Topic: The Birth of Modern Islamic Fundamentalism, or a response to Ottoman Authoritarianism?

**Required Reading:**

Cleveland and Bunton, Ch. 7, pp. 111-124.

Gettleman and Schaar, Jamal al-Din al-Afghani, pp 97-103.

**May 24: From Ottoman to Turkey: The End of the Empire and the Search for Arab Identity**

*Topic: The Young Turks and the Ottoman Empire's End*

**Required Reading:**

Cleveland and Bunton, pp. 124-134. Ch. 9, pp.139-159.

**Discussion on current events and news in the Middle East****May 29: The Creation of a new Middle East: The Interwar Period, Kemalism, and the Mandates****Required Reading**

Gettleman and Schaar, pp. 103-119. The Post World War Order; The McMahon-Husayn correspondence; Sykes-Picot.

*Topic: Mustafa Kemal Ataturk.*

Cleveland and Bunton, pp. 161-176; pp. 182-184

Gettleman and Schaar, pp. 125-132.

*Topic: The Search for Arab Identity in the Mandates*

Cleveland and Bunton, Ch. 11, pp. 184-206; Ch. 12, 206-226.

**Additional Reading:**

Haim Gerber “The Limits of Constructedness: Memory and nationalism in the Arab Middle East” *Nations and Nationalism* 10 (3), 2004, 251-268.

**May 31: From Palestine to Israel****Required Reading**

Cleveland and Bunton, Ch. 13, pp. 226-256.

*Topic: Zionism and the Arab Response in the Palestinian Civil War*

Gettleman and Schaar, pp. 147-176; The Arab Revolt, war and the creation of the State of Israel  
Gettleman and Schaar, pp. 176-192.

**Discussion on the News and current state of the Middle East****June 5: The Suez War, Iranian Oil Nationalization and the end of Colonialism****Required Reading:**

Gettleman and Schaar, Mohammad Mossadegh and Iran, pp. 253-255

Ofer Israeli “Twilight of Colonialism: Mossadegh and the Suez Crisis” *Middle East Policy*, Vol. XX, No 1, Spring 2013, 147-156. Middle East Policy Council

### **June 5: Midterm Exam**

### **June 7: Nasser, the Arab Cold War and the emergence of Pan-Arabism**

#### **Required Reading:**

Cleveland and Bunton, Ch. 15, pp. 286-306.

Gettleman and Schaar, *The Presidential Doctrines: Truman and Eisenhower*, pp. 244-247.

Egypt’s emergence as the leader of the Arab world under Nasser, Gettleman and Schaar, pp. 277-289.

### **June 12: The Turbulent Years: The 1967 War, The 1973 War, Pan-Arabism’s decline, the Arab-Israeli Conflict, and the Israeli Domestic Shift**

#### **Required Reading:**

Cleveland and Bunton, pp. 307-338

Gettleman and Schaar, UN Resolutions 242 and 338 ending the Wars, pp. 201-203.

Fouad Adjami “The End of Pan-Arabism” *Foreign Affairs*, Vol. 57, No. 2 (Winter, 1978), 355-373

#### *Additional Reading:*

Malcolm Kerr “‘Coming to Terms with Nasser’: Attempts and Failures” *International Affairs (Royal Institute of International Affairs 1944-)*, Vol. 43, No. 1 (Jan. 1967), 65-84.

Michael Oren “The Revelations of 1967: New Research on the Six Day War and Its Lessons for the Contemporary Middle East” *Israel Studies*, Vol. 10, No 2 (Summer, 2005), 1-14.

### **June 14: The Resurgence of Political Islam, The Importance of Saudi Oil, and the Iranian Revolution of 1979**

#### **Required Reading:**

Cleveland and Bunton, Ch. 18, *The Revival of Islam and Iran*, pp. 351-377; *Saudi Oil*, pp. 402-413.

Gettleman and Schaar: *Ayatollah Khomeini and Ervand Abrahamian*, pp. 255-262; *OPEC and Saudi oil*, pp. 262-263; *Islamic Fundamentalism: Taimiyya, Bana, Qutb*, pp. 296-306.

#### *Additional Reading:*

Mark Gasiorowski "US Intelligence Assistance to Iran, May-October 1979" *Middle East Journal*, Vol. 66, No. 4 (Autumn 2012), 613-627.

Uri Bar-Joseph "Forecasting a Hurricane: Israeli and American Estimations of the Khomeini Revolution" *Journal of Strategic Studies*, Vol. 36, Issue 5, (2013), 718-742.

### **June 19: Regional and Global Conflicts in the Middle East: Lebanon, the First Intifada, the First Gulf War, and the Israeli-Palestinian Peace Process**

#### **Required Reading:**

Cleveland and Bunton: *The Lebanese Civil War*, pp. 389-398; Ch. 22, *The Palestinian Intifada and the 1991 Gulf War*, pp. 447-467; *The Oslo Peace Process and the road to Taba*, pp. 474-494.

Gettleman and Schaar, *The Hamas Charter, Arafat, Mikhail-Ashrawi*, pp. 203-207.

### **June 21 The Hyper-Power at Work: American efforts at re-ordering the Middle East**

#### **Required Reading:**

Cleveland and Bunton, Ch. 25, *America's Troubled Moment in the Middle East*, pp. 519-535.

Gettleman and Schaar: *Bush, Jihad according to Bin Laden, and the Axis of Evil*, pp. 317-328, 332-335.

#### **Discussion on the news/Middle East developments**

##### *Additional Reading:*

David Hastings Dunn "'Real Men Want to Go to Tehran': Bush, Pre-Emption and the Iranian Nuclear Challenge" *International Affairs* Vol. 83, No. 1 (Jan., 2007), 19-38.

### **June 26 Closing by Return? Has the nation state model worked? Turkey's reversion; The Islamic State's Moment; The Arab Spring and its fallout.**

Seth G. Jones "The Mirage of The Arab Spring: Deal with the Region you Have, Not the Region you Want," *Foreign Affairs* Vol. 92, No. 1 (January/February, 2013), 55-63.

Graeme Wood "What ISIS Really Wants" *The Atlantic*, March 2015 Issue.

Dexter Filkins "Turkey's Vote Makes Erdogan Effectively A Dictator" *The New Yorker*, April 17, 2017.

Wrap up of course: Overview and Review

**Please note: Research Paper is due in class on June 26<sup>th</sup>, 2018.**

## Important Departmental, Faculty, and University Information

**\*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.\***

***Department Twitter @ucalgaryhist***

### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number.** Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90–100	A+	4.00	Outstanding
85–89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80–84	A–	3.70	
77–79	B+	3.30	
73–76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70–72	B–	2.70	



Percentage	Letter Grade	Grade Point Value	Description
67–69	C+	2.30	
63–66	C	2.00	Satisfactory—basic understanding of the subject matter.
60–62	C–	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56–59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50–55	D	1.00	
0–49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.

- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

*Spring/Summer 2018*