HIST 302

Spring 2018

World War I in the Middle East

Place: UNIV 201

Day and Time: Tuesday/Thursday 10:30 am-11:45 am

Instructor: Professor Holden

Office: UNIV 127

Office Hours: Tuesday/Thursday 8:00-8:50 am, by appointment

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World War I made the Middle East what it is today.  Controlled primarily by the Ottoman Empire and the Central Powers, this region was a major theatre of military operations during the Great War.  Fighting, famine, disease and the deliberate massacres of civilian communities killed more than 5 million people, or 25% of the population (compared with 10% in France and Great Britain).  The devastation wrought by World War I as well as the postwar diplomatic brokering has had repercussions up until the present day. In breaking up the defeated Ottoman Empire, the Entente powers shaped the national borders of this region and the political alliances of its leaders.  100 years later, ISIS claims to act in part to undermine agreements made during the Great War as does the Palestinian Authority.  This class assesses events on and off the battlefields of World War I and gauges the political effects and human toll of the fighting in this region.

Learning Outcomes

* *Topical*

--To increase knowledge about the Great War’s Ottoman fronts.

--To explore approaches the study of war that include discussion of civil society, culture and political economy.

--To consider how women and children (i.e. the demographic majority) were impacted by and also impacted what are often male-dominated political institutions within the Middle East.

--To appreciate the long-term effects of the Great War on the Middle East’s political, social and economic development.

* *Analytical*

--To improve your writing skills.

--To develop skills of critical thinking and problem solving.

--To converse about ideas and improve verbal communication.

Basically, this class attends to the five skills that *USA Today* (<https://www.usatoday.com/story/money/personalfinance/2015/05/03/cheat-sheet-skills-college-grads-job/26574631/>) marks as key for making a positive impression on employers, including: an ability to interact with people, aptitude for problem-solving, capacity to communicate ideas both in conversation or as a written essay.

Course Materials and Preparations

The assignment for each class is *underneath* the specific day and lecture. It is under the line Class Preparations. Students should prepare assignments for each topic *before* each class meeting.

If Class Preparations call on students to watch a movie, I will clearly instruct students where and when it will be shown or how it can be accessed. You will see instructions on your syllabus.

If Class Preparations call on students to read a stand-alone article or chapter, it will be on Blackboard.

The Class Preparations call on students to read three books in their entirety, and these are:

* Eugen Rogan, *The Fall of the Ottomans: The Great War in the Middle East* (Basic Books, 2015).
* \*\*\*John Buchan, *Greenmantle* (Hodder, 1916).
* Karnig Panian, *Goodbye Antoura: A Memoir of the Armenian Genocide* (Stanford University Press, 2015).
* Salim Tamari, *Year of the Locust: A Soldier’s Diary and the Erasure of Palestine’s Ottoman Past* (University of California Press, 2015).

*\*\*\*E. Wharton’s In Morocco is* ***NOT*** *required (though listed on website). J. Buchan’s Greenmantle replaces it.\*\*\**

Course Requirements:

Take-Home Exam #1 15%

Take-Home Exam #2 20%

Take-Home Exam #3 20%

Book Review 35%

Attendance 10%

***Three take-home exams*** allow me to assess the ability of students to think critically and put myriad facts into a coherent essay. I will provide students with a study sheet that allows them to prepare for a take-home exam three times over the course of this semester. These tests ask students to construct essays based on information provided in books, lectures, and documentary films.

This class requires that you write an ***analytical review of one of the three books assigned in their entirety OR an analysis of the film “Lawrence of Arabia” (along with the supporting material assigned with it)***.These reviews are to be between two and three pages (not more, not less). You must write it in 12-point type-face, double-spaced, with one-inch margins. These papers are due one week after our class discussion of the book or the film (preferably in class, but emailed no later than 5 pm). You will be penalized five points for each day the essay is late. We will devote a class period to discussing the materials, and I will provide detailed guidelines to help your write the review.

***Attendance*** is one component of your final grade. I will take attendance consistently, but not necessarily on set days. Some time will be devoted to discussion. A college education should foster a strong ability to communicate in both written and verbal forms! Class discussions provide students with an opportunity to debate issues and to raise questions about them. Students will be expected to come to class prepared to discuss a topic and will be evaluated according to their ability to demonstrate knowledge of the assigned material and so to participate in a discussion.

Here is the University’s policy on Attendance:

*Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible…For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.*

The link to the complete policy and implications can be found at: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

Grading

A = 94-100

1. = 90-93

B+ = 87-89

B = 84-86

1. = 80-83

C+ = 77-79

C = 74-76

1. = 70-73

**PART I, POLITICAL OVERVIEW & LEAD UP TO WAR**

**January 9 (Tu)** **WWI’s Long Shadow in the ME and N. Afr.**

**January 11 (Th)** **Overview, Arab Participation in WWI**

--Film, “WWI through Arab Eyes” (pt. 1)

Class Preparations

Rogan, *The Fall of the Ottomans*, Preface & Ch. 1

**January 16 (Tu)** **Political and Social** **Reform in Pre-War ME**

Leila Tarazi Fawaz, *A Land of Aching Hearts: The Middle East and the Great War*, ch. 1 (pp. 8-37)

“The Wedding of Regina,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 18-21.

Class Preparations

**January 18 (Th)** **The Ottomans Go to War**

--“WWI through Arab Eyes” (pt. 2)

Class Preparations

Rogan, *The Fall of the Ottomans*, Ch. 2 & 3

**January 23 (Tu) The Lead-Up to War**

Class Preparations

Rogan, *The Fall of the Ottomans*, Ch. 4 & 5

**January 25 (Th) Great War Outcomes, Some Teasers**

--Film, “WWI through Arab Eyes” (pt. 3)

**January 30 (Tu) Wartime Anxieties in Popular Culture**

Class Preparations

John Buchan, *Greenmantle* (Hodder, 1916).

***\*\*\*This spy novel is available free on amazon prime kindle, if you subscribe. You can also find it on egutenberg. You can also purchase a hard copy on amazon. If these sources do not suit, let me know. I will make a copy available to you.\*\*\****

**February 1 (Th) Exam #1**

**PART II, EXECUTION OF WAR AND WARTIME EXPERIENCES**

**February 6 (Tu) Gallipoli**

--Film, “Gallipoli,” (pt. 1)

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 6

“Journalism, Truth, and War Reporting,” in *The Modern Middle East and North Africa: A History in Documents*, Julia Clancy-Smith and Charles D. Smith (Oxford University Press, 2014), 105-109.

**February 8 (Th) Gallipoli**

--Film, “Gallipoli,” (pt. 2)

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 8

**February 13 (Tu) The Soldiering Experience**

--Guest Lecture, Dr. Cole Jones

Class Preparations

Leila Tarazi Fawaz, *A Land of Aching Hearts*, “The Soldiering Experience,” ch. 5 (pp. 161-204)

**February 15 (Th) An Ottoman Soldier in Jerusalem**

Class Preparations

Salam Tamari, *The Year of the Locust*, in its entirety

***\*\*\*If you choose to review this book, it is due on 27 February.***

**February 20 (Tu) The Mesopotamian Front, The Front Line**

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 9 & ch. 10

Lt. Gen. Stanley Maude, “The Proclamation of Baghdad, 19 March 1917,” in in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 45-47.

**February 22 (Th) The Mesopotamian Front, The Home Front**

Class Preparations

C.M. Cursetjee, “British Military Rule in Basra,” in *The Land of the Date* (1918), 172-176.

Eleanor Eagan, “Up the Tigris,” in *The War in the Cradle of the World* (Hodder and Stoughton, 1918), 169-192.

Kermit Roosevelt, “The Advance on the Euphrates,” in *War in the Garden of Eden* (1919), 101-132.

**February 27 (Tu) Baghdadi Women at War**

--Guest Lecture, Lama El Sherief

Class Preparations

Noga Efrati, “The First World War and Its Legacy for Women in Iraq,” in *The First World War and Its Aftermath: The Shaping of the Modern Middle East*, ed. TG Fraser (Gingko Library, 2015): 77-89.

Violette Shamash, “The War Viewed from Baghdad,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 47-50.

“Baghdad Sketches,” in Kermit Roosevelt, *War in the Garden of Eden* (1919), 135-149.

Tamara Chalabi, “The British in Baghdad (1918),” in *Late for Tea at the Deer Palace: The Lost Dreams of My Iraqi Family* (Harper Collins, 2011), 77-85.

**March 1 (Th) The Arab Revolt**

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 11

“The Arab Revolt, 1917-1918,” in *A Soldier’s Story: From Ottoman Rule to Independent Iraq*, Jafar al-Askari, trans. William Facey (Dar al-Laam, 2003), 113-158.

**March 6 (Tu) The Armenian Genocide**

Class Preparations

Karnig Panian, *Goodbye Antoura*, in its entirety

***\*\*\*If you choose to review this book, it is due on 22 March.***

**March 8 (Th) Exam #2**

**March 13 (Tu) Spring Break**

**March 15 (Th) Spring Break**

**March 20 (Tu) No Class**

**\*\*In lieu of class today, I expect students to attend a showing of the new award-winning documentary “Intent to Destroy” at Wabash Landing 9. If you cannot attend, you must submit a separate assignment on Armenian Genocide that I will provide.\*\***

**ARMISTICE AND ITS AFTERMATH**

**March 22 (Th) Establishing a Postwar Order**

Class Preparations

Rogan, *The Fall of the Ottomans*, ch.s 12, 13 & Conc.

Steven A. Cook and Amr T. Leheta, “Don’t Blame Sykes Picot for the Middle East Mess,” *Foreign Policy* (16 May 2016), <http://foreignpolicy.com/2016/05/13/sykes-picot-isnt-whats-wrong-with-the-modern-middle-east-100-years/>.

**March 27 (Tu) Gertrude Bell**

--Film, “Letters from Baghdad”

Class Preparations

Genna Duplisea, “Writing the Masculine: Gertrude Lowthian Bell, Gender, Empire,” *Terrae Incognitae* 48, no. 1 (2016): 55-75.

Gertrude Bell to her father, Sir Hugh Bell, 8 July 1921, <http://gertrudebell.ncl.ac.uk/letter_details.php?letter_id=486>

Gertrude Bell to her father, Sir Hugh Bell, 4 December 1921, <http://gertrudebell.ncl.ac.uk/letter_details.php?letter_id=526>

**March 29 (Th) The Making of Modern Iraq**

Class Preparations

“Winston Churchill Outlines Middle East Policy,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 69-74.

“The Kurdish ‘Election’ of King Faysal,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 74-78.

“Shi’is Oppose (Rigged) Elections,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 81-86.

“King Faysal’s Coronation Speech, 1921,” in Stacy E. Holden, *A Documentary History of Modern Iraq* (University Press of Florida, 2012), 78-81.

**April 3 (Tu) Mustafa Kemal (Ataturk) and Modern Turkey**

Class Preparations

“Mustafa Kemal (“Ataturk”) Outlines His Vision of the Recent Nationalist Past of Turkey and the Future of the Country, 1927,” in Akram Fouad Khater, *Sources in the History of the Modern Middle East* (Houghton Mifflin Company, 2004), 145-152.

Elliott Ackerman, “Ataturk vs. Erdogan: Turkey’s Long Struggle” *The New Yorker* (16 July 2016), https://www.newyorker.com/news/news-desk/ataturk-versus-erdogan-turkeys-long-struggle

**April 5 (Tu) The Politics of War Memorials**

Class Preparations

Bruce Scates and Rebecca Wheatley, “War Memorials,” in *The Cambridge History of the First World War*, v. 3, ed. Jay Winter (Cambridge University Press, 2014).

Mesut Uyar, "Remembering the Gallipoli Campaign: Turkish Official Military Historiography, War Memorials and Contested Ground," *First World War Studies* 7, no. 2 (2016): 165-92.

\*\*I will post photos of 2 memorials constructed in French North Africa—one in Casablanca, one in Algiers—both designed by Paul Lendowski, responsible for about 100 WWI memorials in Europe.\*\*

**April 10 (Tu) No Class**

**April 12 (Th) No Class**

***\*\*\*Students are STRONGLY encouraged to watch “Lawrence of Arabia” (1962, with 3 hour, 48 minute run time) during time that would otherwise be spent preparing for and attending class.\*\*\****

**April 17 (Tu) T.E. Lawrence and the War in History and Memory**

Class Preparations

T.E. Lawrence, *Revolt in the Desert* (1927, reprint; Tauris Park Paperbacks, 2011), ch.s 10, 11, 12 & 17.

“Lawrence of Arabia,” in Roger Ebert, The Great Movies (Broadway Books, 2002), 264-268.

David Garnett to Captain B.H. Liddell Hart, 5 January 1963, Harry Ransom Center, The University of Texas at Austin.

Captain B.H. Liddell Hart, 15 January 1962, Harry Ransom Center, The University of Texas at Austin.

***\*\*\*If you choose to review this film, it is due on 30 April.***

**April 19 (Th) The Origins of the Arab-Israeli Conflict**

--Film, “The Seeds of Conflict”

“Zionism and Its Early Arab Opponents,” in Marvin E. Gettleman and Stuart Schaar, *The Middle East and Islamic World Reader* (Grove Press, 2003), 165-169.

Sir Henry McMahon, “The McMahon Letter (October 24, 1915), *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 11-12.

British Foreign Minister Arthur Balfour, “The Balfour Declaration (November 2 , 1917),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 12.

Ishaan Tharoor, “The 100-Year Old Letter That still Divides the Middle East,” *The Washington Post* (2 November 2017), https://www.washingtonpost.com/news/worldviews/wp/2017/11/02/the-balfour-declaration-still-divides-the-middle-east-100-years-later/?utm\_term=.728c1566d284.

Anshel Pfeffer, “Netanyahu: Real Tragedy of Balfour Is That It Didn’t Save Jews from Holocaust,” *Haaertz* (3 November 2017), <https://www.haaretz.com/israel-news/1.820858>.

Salma Yaqoob, “Balfour 100 Years On: Britain’s Colonial Legacy,” *Al Jazeera* (1 November 2017), http://www.aljazeera.com/indepth/opinion/balfour-100-years-britain-colonial-legacy-171026095954067.html.

**April 24 (Tu) 1st Peacekeeping Efforts: The US in the Arab World**

Class Preparations

Leonard V. Smith, “Wilsonian Sovereignty in the Middle East: The King-Crane Commission Report of 1919,” in *The State of Sovereignty” Territories, Laws, Populations*, ed. Douglas Howland and Luise White (Indiana University Press, 2009), 56-74.

“Emir Feisal and Chaim Weizmann: Agreement (January 3 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 17-18.

“Emir Feisal and Felix Frankfurter: Correspondence (March 3-5, 1919), *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 19-20.

“The General Syrian Congress: Memorandum Presented to the King-Crane Commission (July 2, 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 21-23.

“The King-Crane Commission: Recommendations (August 28, 1919),” *The Arab-Israeli Reader: A Documentary History of the Middle East Conflict*, 8th ed., ed. Walter Laqueur and Dan Schueftan (Penguin Books, 2016), 23-25.

**April 26 (Th) Final Thoughts...**

***\*\*Exam #3 is due to me via email no later than 3 May at 5 pm.\****

University (and Class!) Policies

**Plagiarism Will Not Be Tolerated at Purdue University:***Plagiarism is a crime, and students can be expelled for turning in a paper that they did not write. Copying a person’s work verbatim is not the only form of plagiarism. In some cases, plagiarism involves paraphrasing the idea of another without a footnote or the repetition of another author’s phrase. Students are advised to consult Purdue University’s Guide to Academic Integrity for guidelines at: http://www.purdue.edu/ODOS/osrr/integrity.htm. Plagiarized work will receive a 0, and the professor reserves the right to forward the case to the administration for further review by a dean.*

**Here Is the Purdue University Policy for Academic Dishonesty:** *Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a,* [*Student Regulations*](http://www.purdue.edu/univregs/)*] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]* <https://www.purdue.edu/odos/academic-integrity/>

**Here Is the Purdue University Policy Prohibiting Discrimination:** *Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in* [*Executive Memorandum No. D-1*](http://www.purdue.edu/policies/pages/human_resources/d_1.html)*, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit* [*www.purdue.edu/report-hate*](http://www.purdue.edu/report-hate) *to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.* <http://www.purdue.edu/purdue/ea_eou_statement.html>

**Disclaimer:** *In case of a major campus emergency, the requirements on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on the course website. It may also be obtained by contacting the instructor via email.*