

Spring 2024
HIST 495
World War I in the Middle East

Place: BRNG 1242
Day and Time: M-W-F, 1:30-2:30 pm

Instructor: Professor Holden
Student Hours: M-W, 12 noon-1 pm
Email: sholden@purdue.edu

World War I made the Middle East what it is today. Controlled for most of the war by the Ottoman Empire and its German allies, this region was a major theatre of military operations. Fighting, famine, disease and the purposeful massacres of ethnic communities killed more than 5 million people, or 25% of the population (compared with 10-11% in France). After the war, the Entente powers broke up the Ottoman Empire. The devastation wrought by World War I along with the postwar diplomatic brokering left a political and economic legacy that has yet to be fully untangled.

Class Requirements

Required Textbook: Eugene Rogan, *The Fall of the Ottomans: The Great War in the Middle East* (Basic Books, 2016).

Recommended Textbook: Zachary Schrag, *The Princeton Guide to Historical Research* (Princeton University Press, 2021).

You should be familiar with Purdue's online writing lab, see https://owl.purdue.edu/site_map.html

Due Dates

- 2-Page Project Proposal, 23 February
- Document Analysis, day of presentation (18-27 March)
- Paper Outline, 29 March
- 15-Page Rough Draft, 19 April
- Completed Paper, 1 week after final presentation.

Final Evaluation:

- 30%, Attendance and Class Engagement
- 10%, 2-Page Project Proposal
- 10%, Document Analysis
- 10%, Paper Outline
- 10%, Rough Draft
- 30%, Final Draft

Attendance and Class Engagement: I will count attendance and engagement with class materials toward your grade. Those who are in every class get an automatic 90 for that component. If you will be absent, you should contact me via email so we can communicate about what you missed. If you participate (in class or via email, for those reluctant for any reason to speak in class), you will earn more points toward participation. In class as in other aspects of your professional life, you want to figure out how to respectfully engage your colleagues' ideas.

Proposal: I will be discussing this in class and providing a worksheet to support your writing of a solid research proposal.

Document Analysis: each student will choose a primary source related to their project and present it to the class. You will use analytical skills we have developed in our discussions and readings. Your document should be short enough for the class to digest in the allotted time. In this task, you can follow examples of documents discussed in class over the first month. You should show why this document is important; how you will analyze it; how it relates to other documents you have looked at. Please be prepared to share photocopies of your document or put it on the document cam so that we can all see it and share.

Research Paper: You will come away from this class having written a research paper on a topic of your choosing and using original source materials. We will discuss this project over the course of this semester, and the guidelines will be clear.

That said, a successful paper requires steady work over the course of the semester; you will not be able to binge write a research paper. *One of the biggest challenges of this project is to identify an interesting topic that is feasible: Can you write a paper on your topic over three months?* Or is it difficult to get the necessary sources? You should work steadily on a topic and allow it to evolve as you dig into available sources. Let the sources surprise you, instead of trying to force them to tell you what you already know.

I am asking students to write about a place listed in the index of *The Fall of the Ottomans*. Once you identify a place of interest, your paper can emerge based on the sources you find and subsequent patterns that emerge as you read them.

Late Policy: I will take off five points for each day your assignment is late. After 4 days, you receive an automatic 0.

The **grading rubric** I use to assess research papers is on Brightspace. Please look it over early in the semester.

My **AI Statement** was adapted—pretty much word for word—from an article in *The Chronicle of Higher Education* by Flower Darby (see [here](#)): Cheating isn't new, and neither is 'contract cheating' (paper mills and other schemes)...Cheaters are only cheating themselves...A track coach who would tell runners they could ride an electric scooter around the track wouldn't make athletes faster or stronger. Think about yourself like a world class athlete...there is value in doing the work of learning instead of outsourcing it to a machine. In this era of remote and hybrid jobs, working in ways that establish trust with your supervisor and team members is more important than ever.

Grading:

A	=	94-100
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73

Learning Outcomes: This class is designed to teach you how to formulate, research, and write a research paper. By using original sources, you will learn how to critically analyze issues and communicate ideas in conversation and in writing.

January 8 (M)

Introductions

Class Preparations

upload a photo (of yourself) to brightspace

introduce yourself in 3-5 sentences

January 10 (W)

What do we know, or think we know?



Class Preparations

look at these maps, and think about what stands out to you

be prepared to respond to the following:

- What do you know about World War I in the Middle East? If you had only five words to answer, what would they be?
- What are gaps in your knowledge about WWI in ME?
- How did you learn about WWI in ME? What are the sources of your information about it (classes, films, history books, novels, family stories...)? How reliable are the sources?
- What challenges might you encounter as you study WWI in ME?

January 12 (F)

Prewriting a Place-Driven History

Class Preparations

look over the index of Rogan, and mark all place names

choose at least 5 place names—each should begin with a different letter!—and then do the following: 1. identify where they are on a google map; 2. look up what Rogan writes about them.

review OWL on Prewriting:

- https://owl.purdue.edu/owl/general_writing/the_writing_process/prewriting/index.html
- https://owl.purdue.edu/owl/general_writing/the_writing_process/prewriting/questions.html
- https://owl.purdue.edu/owl/general_writing/the_writing_process/prewriting/more_questions.html

reflection: how would you adapt the prewriting questions to this class on World War I—what questions are raised by your task of writing a place-driven history of World War I in the Middle East

January 15 (M)

Day Off (MLK Day)

January 17 (W)

Why did the Ottomans enter the war?

Class Preparations

Rogan, *The Fall of the Ottomans*, preface & ch. 1, 2, 3.

Reflection: Identify reasons why the Ottomans entered the war in Rogan's text? What seems most compelling reason? Why? Is it the presentation that makes this reason seem the most compelling? Or another course you took? A book you previously read?

review OWL on getting started with primary source research, https://owl.purdue.edu/owl/research_and_citation/conducting_research/conducting_primary_research/index.html

review OWL on different types of sources,
https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/where_to_begin.html

January 19 (F)

Identifying Your Research Interests

Class Preparations

use 1 online archive (Library of Congress) and 1 Purdue Library database (hathitrust) and look up 3 of the 5 place names you mapped out last week. Be sure to use the functions that allow you to narrow your topic by date. You can usually narrow by language, sub-topic, etc. Spend time getting familiar with materials and be prepared to discuss your findings in class.

January 22 (M)

Opening Moves: Where, and Why?

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 4, 5, 6.

Reflection: In reviewing Rogan's book, Kevin Jones wrote, "Somewhat contrary to popular perception, the Ottoman Empire did not suffer total defeat in the war, and the Middle Eastern theater of war was not a marginal sideshow to the conflict in Europe" (H-Empire, September 2017). What information do these chapters cover? And how do they evidence Jones's statement?

review OWL for questions when assessing a source,
https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/general_guidelines.html

January 24 (W)

British Anxieties

Class Preparations

Zachary M. Schrag, "Texts as Sources," in *The Princeton Guide to Historical Research* (Princeton University Press, 2021), 120-153.

The Political & Secret Department of the India Office, "[The War: German Attempts to Fan Islamic Feeling](#)," 26 November 1915, The British Library, IOR/L/PS/11/99.

Reflection: Describe the British Library document and do so without neglecting the first 3 pages or marginalia. What information does the document provide? How can you glean more information or context from those first handwritten pages?

go to the website of the British Library, the Imperial War Museum and/or the US National Archives and Records Administration and assess online sources about World War I in the Middle East and North Africa: did you find the digital archive user-friendly? is it organized in a way that lets you find materials about the specific place that interests you? what did you find about the place that interests you? what sorts of materials did you find? what surprised you in your search?

January 26 (F)

The Armenian Genocide

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 7.

"Deportation," in *Goodbye, Antoura: A Memoir of the Armenian Genocide*, Karnig Panian (Stanford University Press, 2015), 22-41.

Reflection: Who is Karnig Panian, and how does his memoir complement Rogan's Chapter 7? What perspectives does Panian provide that Rogan did not? What information was new to you? Is this source reliable? What can it tell you? What can't it?

go to Purdue Library and look up the worldcat database: can you find memoirs about the place that interests you as a topic. These may be found using the place name that interests you or by fiddling with the subject settings (World War I-autobiography? World War I-Personal Narrative? World War I-Middle East?) take note of what keywords or subject setting you used and be prepared to discuss when you hit gold and when you didn't. You can also look for a history book or article and scan the bibliography for memoirs or autobiographies as primary sources.

January 29 (M)

Ottoman Victories

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 8, 9 & 10.

Assess the primary sources used by Rogan as he details the war's start. What sources allowed Rogan to write about "The Fall of the Ottomans." What published sources did he use? What archival sources? Did Rogan rely on any sources that seem particularly unique or stand out, not a written document per se?

Look at Rogan's bibliography and see what primary or secondary sources are listed that may be of use to you and your project.

January 31 (W)

Representations of Victory

Class Preparations



Anonymous Artist, "[British Capitulation at Kut al-Amara](#)," Chromolithograph, 1918, National Army Museum, NAM. 1960-09-35-2.

Zachary M. Schrag, "Sources Beyond Traditional Texts," in *The Princeton Guide to Historical Research* (Princeton University Press, 2021), 154-172.

read OWL on using visual sources,
https://owl.purdue.edu/owl/general_writing/visual_rhetoric/analyzing_visual_documents/index.html

Reflection: Assess the image pasted above, which is part of the online collection of the UK's National Army Museum. What is it? What purpose does it serve? What can you tell me about the author? What do you see in the image? And how does this source complement or compete with information presented by Rogan?

find an image or object (not a written document) linked to the place that you will research, & bring it (w/ citation) to class

February 2 (F)

Landscape of Starvation

Class Preparations

Stafanie Wichhart, "The 1915 Locust Plague in Palestine," *The Jerusalem Quarterly*, 56 & 57 (Winter 2013/Spring 2014): 29-39.

Falih Rifki, "Yet Another Soirée," in *The Ottoman Twilight in the Arab Lands: Turkish Memoirs and Testimonies of the Great War*, ed. Selim Deringil (Academic Studies Press, 2019), 43-44.

Ihsan Turjman, *Year of the Locust: A Soldier's Diary and the Erasure of Palestine's Ottoman Past*, ed. Salim Tamari (University of California Press, 2015), 142-143 (17 December 1915).

Reflection: Who is the author of each of these sources? What can you glean about the author from the source? What perspective does each of these sources provide on the war? What information? What questions do you have after reading each of these sources?

What do you know about the conditions in the place you have chosen to write about? Was there an adequate food supply? Did the city empty as the war continued? Or were there refugees flooding to the city? Was it unseasonably hot? Cold? Spend time figuring out the conditions in your chosen place during the war and be prepared to describe what you found out, and where.

February 5 (M)**The Arab Revolt**Class Preparations

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

February 7 (W)**British Basra (Iraq)**Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 12

C.M. Cursetjee, "British Military Rule in Basra," in *The Land of the Date* (1918; reprint, Westphalia Press, 2016), 163-176.

Reflection: Who is Cursetjee? What insights might he be able to provide about life in Baghdad, conditions, or attitudes that an American journalist or British officer might not perceive?

February 9 (F)**The Balfour Declaration**



Class Preparations

British Government, Parliamentary Recruiting Committee, "[Britain Has Been All She Could Be to Jews](#)," December 1915, National Army Museum, 1977-06-80-7.

Arthur Balfour, "The Balfour Declaration," 2 November 1917.

Reflection: The Balfour Declaration was issued in November 1917, but this poster suggests the British government had begun to address the future of refugees from central and eastern Europe by August 1914. (Please read the description provided by the museum at the link in the citation above). What connections can you make from this Parliamentary Recruiting Committee poster to the issuance of the Balfour Declaration? Does Rogan provide insights into this question? If so, what? And if not, what questions or information might help you consider this issue?

February 12 (M)

Reading and Reflection Day (No Class)

Class Preparations

Rogan, *The Fall of the Ottomans*, ch. 13 & conclusion

February 14 (W) Ending and Outcomes, part II

Class Preparations

watch Part 2 and Part 3 of "World War I in Arab Eyes," Aljazeera (2014), each about 45 min.

<https://www.aljazeera.com/program/featured-documentaries/2014/12/3/world-war-one-through-arab-eyes>

Reflection: What is World War I's legacy in the Middle East? How did it affect the social, political, and economic life of this region? And how might it still be playing out today?

February 16 (F) What's Missing? Refining Our Topics!

Class Preparations

Zachary M. Schrag, "Asking Questions," in *The Princeton Guide to Historical Research* (Princeton University Press, 2021), 39-64.

review OWL on choosing a research topic:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/choosing_a_topic.html

Reflection: Our coverage of World War I in the Middle East has not been comprehensive; indeed, it is not intended to be. Today, we brainstorm potential topics that would contribute to understanding this conflict. What story (or whose) do you think needs telling? What sources might allow you to tell this story? What topic would you like to write about this semester?

February 19 (M) Finding Sources for Your Project

Class Preparations

By now, I will have shared a list of databases and online sources (<https://guides.lib.purdue.edu/c.php?g=353093&p=2378389>) Purdue has numerous databases. I can provide online archives that I find useful. For today's class, you should be confident of your topic so you can use the class discussion to really consider where and how to find sources to refine your topic.

February 21 (W) Writing the Project Proposal

Class Preparations

March 25 (M) Document Analysis Presentations

March 27 (W) Document Analysis Presentations

March 29 (F) **No Class-Outlines Due**

Start Writing Challenge (250 words per day, 5 days a week)

April 1 (M) In-Class Writing Sprint

April 3 (W) In-Class Writing Sprint

April 5 (F) No Class

April 8 (M) In-Class Writing Sprint

April 10 (W) In-Class Writing Sprint

April 12 (F) No Class

April 15 (M) In-Class Writing Sprint

April 17 (W) In-Class Writing Sprint

April 19 (F) No Class

15-Page Draft of Paper Due Today by 2:30 pm

April 22 (M) Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

April 24 (W) Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

April 26 (F) Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

April 29 (M) Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

May 1 (W)

Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

May 3 (F)

Final Presentations

Class Preparations

Your final draft is due **one week** after your presentation.

University 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] 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/>*

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Accessibility and Accommodation: *Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.*

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.*