HIST 246

Fall 2017

Modern Middle East and North Africa

Place: UNIV 201

Day and Time: Tuesday/Thursday 12:00 pm-1:15 pm

Instructor: Professor Holden

Office: UNIV 127

Office Hours: Tuesday/Thursday 9:15-10:15 am

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TA: Lama El Sharief

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With a focus on women and children as well as the political events and conditions shaped largely by the men who dominate political institutions, this course analyzes the history of the Middle East and North Africa from the early-nineteenth century to the present day. In tracing the history of this region, students examine colonialism, nationalism, political Islam, and terrorism. For each period, I will draw your attention to specific country studies, and these include such hot spots as Algeria, Egypt, Iraq, Iran and Israel/Palestine. For 200 years, peoples in the Arab-Islamic world have been grappling with issues of democracy, religion and national identity as well as conflicting reactions toward Western intervention in a variety of forms. In this class, students will explore the political, social and cultural factors that have contributed to the formation of the Middle East and North Africa through readings from textbooks, primary sources and ethnographic films.

Learning Outcomes

* *Topical*

--To improve general understandings of the political and social life of the Arab world.

--To increase understandings of the forces--beyond Islam--that shape conditions in the Arab world, like the environment, food provisioning and penury, social justice, a desire for upward mobility, foreign interventions, and a strong need to control national resources.

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

* *Analytical*

--To improve your writing skills.

--To stimulate consideration of complex issues in order to improve skills of analysis.

--To converse about ideas in a group and so 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 critical for making a positive impression on employers: ability to interact with people, problem-solving skills, oral communication, and written communication.

Class Preparations: The assignment for each class is listed *underneath* the specific day and lecture. Students are expected to prepare the assignments for each topic *before* each class meeting.

1. MOVIES: Class Preparations may call on students to watch a movie before class (like, *The Battle of Algiers*, 9/26). The movie will then be uploaded to HIST 246 Blackboard.
2. ARTICLES: Some readings are on Blackboard or online at the Purdue Library.
3. TEXTBOOKS: I am requesting that you acquire three books:
	1. William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, 6th Edition (Westview Press, 2016).
	2. Karnig Panian, *Goodbye Antoura: A Memoir of the Armenian Genocide* (Stanford University Press, 2015).
	3. Riverbend, *Baghdad Burning: Girl Blog from Iraq* (The Feminist Press at CUNY, 2005).

Course Requirements:

Take Home Exam #1 15%

Take Home Exam #2 25%

Book Review #1 20%

Book Review #2 30%

Attendance and Participation 10%

This class requires that you write an ***analytical review of two books.*** You may choose to write on Karnig Panian’s *Goodbye Antoura: A Memoir of the Armenian Genocide* (due 9/21), Hiner Saleem’s *My Father’s Rifle* (due 11/16), or Riverbend’s *Baghdad Burning* (12/12). These reviews are to be two to three pages (not more, not less). You must write it in 12-point type-face, double-spaced, with one-inch margins. I will not accept book reviews emailed as an attachment. You will be penalized five points for each day the essay is late. We will devote a class period to discussing the book, and I will provide detailed guidelines to help your write the review.

***Attendance*** is an important component of your final grade. I will take attendance consistently, but not on set days. Some class 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

Class Guidelines

* Prepare (Read Book, Watch Film) for a class beforehand in order to get the most out of it!
* Turn in papers on time, or suffer 5 points a day penalty!
* Be considerate! It may be a distraction to your neighbors if you surf the net during class! Or come in late! Or speak in vernacular (i.e. drop the F bomb) during discussions.

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.*

**August 22 (Tu) Conceptions and Preconceptions**

**August 24 (Th) The Rise and Decline of the Ottoman Empire**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 58-60,73-75, 76-86, 124-134.

Suraiya Faroqhi, “Women’s Culture,” *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire* (I.B. Tauris, 2013), 101-122.

**August 29 (Tu) Foreign Intervention in Egypt, 1798-1906**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 61-70, 87-95, 96-102.

Shmuel Moreh, ed., *Napoleon in Egypt: Al Jabarti’s Chronicles of the French Occupation, 1798* (Markus Weiner Publishers, 1993), TBA.

**August 31 (Th) WWI & the Mandate System**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 139-163.

**September 5 (Tu) WWI and the Women of Baghdad**

 --Guest Lecture, Lama El Sharief (Ph.D. Student in History)

Class Preparations

Violette Shamash, *Memories of Eden: A Journey through Jewish Baghdad* (Forum Books, 2008), in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 47-50.

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

Kermit Roosevelt, War in the Garden of Eden, (1919; reprint, BiblioBazaar Reproduction Series, 2009), 22-23, 26-27 and 86-94.

**September 7 (Th) The Armenian Tragedy**

Class Preparations

Panian, *Goodbye Antoura*, entirety.

Elizabeth Thompson, “World War I: Famine, Memory, and a Shattered Social Order,” *Colonial Citizens: Republican Rights, Paternal Privilege, and Gender in French Syria and Lebanon* (Columbia University Press, 2000), 19-38.

**September 12 (Tu) Turkey: From Ataturk to Erdogan**

Class Preparations

“Ataturk” (84 minutes). This film is on Blackboard.

Cleveland and Bunton, *A History of the Modern Middle East*, 166-175.

Steven A. Cook, “RIP Turkey, 1921-2017,” *Foreign Policy* (16 April 2017), <http://foreignpolicy.com/2017/04/16/rip-turkey-1921-2017/>

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

“It’s Erdogan vs. Ataturk In a Battle for Turkey’s Soul,” *Al Jazeera America* (10 December 2014) http://america.aljazeera.com/articles/2014/12/10/remodelling-turkeyinerdogansimage.html

**September 13 (Th) The Conquest of Algeria, 1830-1880**

Class Preparations

James McDougall, “Conquest, Resistance and Accommodation, 1830-1911” (Chapter 2), *A History of Algeria* (2017), 49-85.

**September 19 (Tu) Colonial Rule in Algeria, 1880-1962**

James McDougall, “The Means of Domination, 1830-1944” (Chapter 3), *A History of Algeria* (2017), 86-129.

**September 21 (Th) No Class (Reading Day)**

**September 26 (Tu) The Battle of Algiers**

Class Preparations

James McDougall, “Revolution and Civil War, 1942-1962” (Chapter 5), *A History of Algeria* (2017), 179-234.

Watch the film “The Battle of Algiers” (120 minutes) at home. The film is on Blackboard.

**September 28 (Th) Nasser & Arab Nationalism**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 286-306.

**October 3 (Tu) The Culture of Egyptian Nationalism**

 --“Umm Kulthum: A Voice Like Egypt” (67 min.)

Class Preparations

Mervat F. Hatem, “Economic and Political Liberation in Egypt and the Demise of State Feminism,” *International Journal of Middle East Studies* 24, no. 2 (1992): 231-251. (available via Purdue Libraries)

**October 5 (Th) Midterm Exam!**

**October 10 (Tu) October Break!**

**October 12 (Th) The Arab-Israeli Conflict, 1948-1982**

Class Preparations

*A History of the Modern Middle East*, 226-256, 328-349 and 451-473.

**October 17 (Tu)** **The First Intifada**

Class Preparations

“Umm Abdullah and Samira” in *Three Mothers and Three Daughters: Palestinian Women’s Stories*, Michael Gorkin and Rafiqa Othman (Other Press, 1996), 83-155.

**October 19 (Th) The Second Intifadah**

 --“Rana’s Wedding” (86 minutes)

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 485-491.

**October 24 (Tu) Iran: from the Shah to the Ayatollah**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 176-181, 273-283 and 355-377.

**October 26 (Th) Women in Iran**

 --“Divorce Iranian Style” (75 minutes)

Class Preparations

Deniz Kandiyoti, “Bargaining with Patriarchy,” *Gender and Society* 2, no. 3 (1988): 274-290.

**October 31 (Tu) Patriarchal Bargains in the Middle East?**

**November 2 (Th) Baathist Iraq**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 433-445.

**November 7 (Tu) Persian Gulf War, 1991**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 456-473.

Nuha al-Radi, “The Persian Gulf War Experienced in Baghdad,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 273-278.

Queen Noor of Jordan, “The Persian Gulf War Wreaks Regional Havoc,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 278-281.

**November 9 (Th) The Sanctions**

Class Preparations

“Denis Halliday Protests the Sanctions Regime,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 285-287.

“The Deleterious Effects of Sanctions on Iraqi Women,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 288-298.

“Migraine Hussein” (Chapter 17), in *Madame Secretary: A Memoir* (Harper Perennial, 2013), 274-289.

**November 14 (Tu) Afghanistan**

 --Guest Lecture, Professor David Atkinson

Class Preparations

Thomas Barfield, *Afghanistan: A Cultural and Political History* (Princeton University Press, 2012), 164-173 and 233-254.

**November 16 (Th) War for (or against?) Women in Afghanistan**

Class Preparations

Saba Gul Khattak, “Afghan Women: Bombed to Be Liberated?,” Middle East Research and Information Report 32, no. 222 (2002): <http://www.merip.org/mer/mer222/afghan-women> .

Kelly J. Shannon, “Muslim Women’s Human Rights and US Foreign Policy since 9/11” (Chapter 7), in US Foreign Policy and Muslim Women’s Human Rights (UPENN Press, 2017), TBA.

**November 21 (Tu) Day Off!**

**November 23 (Th) Day Off!**

**November 28 (Tu) The Invasion of Iraq**

Class Preparations

Cleveland and Bunton, *A History of the Modern Middle East*, 524-532.

“A Sunni Insurgent,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 347-352.

Shi’i Disillusionment,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 353-357.

“The Lot of Children,” in Stacy E. Holden, ed., *A Documentary History of Modern Iraq* (University Press of Florida, 2011), 367- 370.

**November 30 (Th) Exam #2**

**December 5 (Tu) Iraqi Women under the American Occupation**

Class Preparations

Riverbend, *Baghdad Burning*, entirety.

**December 7 (Th) Veterans of OIF (the Iraq War)**

Class Preparations

LTC. Jim Crider, “Inside the Surge: One Commander’s Lesson in Counterinsurgency,” a working paper for the Center for New American Security (CNAS), June 2009.