HISTORY OF THE MODERN MIDDLE EAST

HIS 266-01 (FALL 2016) GRINNELL COLLEGE

CALEB ELFENBEIN ELFENBEI@GRINNELL.EDU 210 MACY HOUSE, X. 4352

Office Hours:
Monday 11-12 (Sign-up @ elfenbein.youcanbook.me)
T

Gelvin) will typically have (pweb) next to them, which means you can find them in the "Course Readings" folder on the course site. I have been working with Accessibility and Disability Services to ensure that all students in this course are able to work with materials in a form that fits their needs. In some cases, I include last minute selections of primary sources depending on how the course is proceeding. In such circumstances I am happy to work with you to figure out strategies for completing course readings.

The secondary sources (the required course texts and reserves) consist of scholarly treatments of general themes or particular elements of the history of the modern Middle East. As you complete the reading for each secondary text, please always read for argument. You can do so with a few questions in mind:

Can you identify a sentence or sentences that constitute the thesis statement? Can you state the author's thesis – even regarding a single chapter or article – succinctly in your own words?

If part of a larger work, how does a particular chapter fit into the bigger picture? If a stand-alone piece, can you relate this reading to another that we have completed in the course?

Can you identify at least two examples the author uses to support her or his argument?

How is the author defining (implicitly or explicitly) "modern?" How does this affect the author's argument and analysis?

As you read the primary documents with which we will work, please keep the following questions in mind:

Who is writing? What do you think was her or his purpose in so doing?

What is the larger relevant context? (Beware of anachronistic analysis!)

What is the author's relative position of power in the context of the document's production?

How does this document support or call into question claims made by the authors of our secondary sources?

From a skill-building perspective, then, **the first and second learning goals** of this course are (1) reading scholarly sources for argument and presenting that argument and exemplary evidence in succinct terms and (2) cultivating the ability to offer contextually sensitive readings of primary source documents.

grade. (I realize that things come up—the key to managing your various responsibilities is open communication.) Chronic tardiness will not help your cause. However, participation includes much more than attendance. This part of your final grade is a with the course. I understand that not everyone chooses to reflection of your speak in each class session, but there are lots of other ways to show engagement: Make eye contact during lecture. When I request that you post to the course site (this includes journal entries and Blackboard posts), do so thoughtfully and punctually. Come by office hours now and then—even if you don't have a particular agenda. Proofread and edit all your written work carefully (this includes posts and journal entries). All of things add up to leave an impression of the care you are giving to the course.

Map Quiz: 5%

Primary Source Exercises: 20%

The first exercise, which is worth 5% of your final grade, requires that you write a 100word annotation in which you describe the event, note the significance of the event in the broader history of the region, and note something significant about the event you learned from the source.

The second p

The group map-timeline project is the prime setting for the **third learning goal** of our course. As a group, you will have to debate the merits of different possible entries, raising important questions about questions of causality (what kind of historical explanation is most important?) and reinforcing the complexity of historical change. As a group, you will be deciding on the labels you affix to different entries, each denoting a particular logic of organizing data and explaining historical change. Given its extended nature, this group work assignment will ultimately depend upon your ability to successfully manage professional relationships. In an important sense, this constitutes the **fourth learning goal** in the course.

Presentations: 10%

At the end of the semester, groups will present their maps and timeline projects to the class. Format and details TBD.

A note about written work: In all cases, unless otherwise noted, you are to use normal margins and 12-point font. In text (parenthetical, with author and page number) citation is acceptable when accompanied by a works cited page. Please include a minimal header – your name, the course name and, if you choose, a title. All papers should have page numbers where applicable. You will find due dates and submission instructions for all assignments in bold in the syllabus. Unless I instruct otherwise, submit all written assignments to elfenbei.grinnell@gmail.com. Please be sure to submit all work as pdf.

Course Policies:

Email policy part I: I am generally good about returning email in a reasonable amount of time. Please always reach out to your colleagues first with logistical questions about our course; you can do so via the email function on the course site. If no one can figure out the answer, then by all means get in touch. You can always ask in class, too, and you will find that I am quite accessible outside of class. I'd much rather meet you in person—and you can email to set up an appointment! [This policy does not apply to real emergencies.]

Email policy part II: I encourage you to use email to share interesting news or course-related information you come across. This is actually a great way to help promote a collective learning experience.

Know that I am pre-disposed to saying no to requests for extensions. I provide plenty of notice for each of the assignments—it is your responsibility to plan your time accordingly. That said, please do not be shy about approaching me for an extension if you have extenuating circumstances. It is essential to keep lines of communication open.

If I suspect that you are using computers in class for anything other than note taking or document viewing, you will lose your computer privileges for the remainder of the semester. (If I suspect that you are texting in class I will ask that you leave your phone with me at the start of each class. Cell phones should be set on silent.) If you are involved in an extracurricular activity that will take you away from campus be sure to let me know beforehand. Regardless of the reason (except for dire family emergency, hospitalization), if I do not hear from you *before* you miss class I will

assume you are simply skipping class. An after-the-fact note from Health Services will not suffice.

Breaches of academic integrity will result in an official disciplinary process guided by the Dean's office. Although I will inform you of any action I take, I will not negotiate with you privately about such matters. You can find College policies regarding academic integrity in the Student Handbook, available on-line in the Grinnell College catalogue.

It is essential to me that everyone in the class has the same opportunity to thrive. Please let me know of any particular learning needs you have (assuming you are already working with Accessibility and Disability Services) and we will work together to make sure that you get the most out of this learning experience.

COURSE SCHEDULE

August 29: Introductions

Bacevich, "American Imperium"

BACKGROUND, ENCOUNTERS

August 31: Ottoman Empire

James Gelvin, *The Modern Middle East*, 1-31 (read pp. 1-9 closely, skim pp. 11-23; read pp. 24-31 more closely).

Daniel Goffman, "The Ottoman Empire." (ER)

o "Draft Treaty of Amity and Commerce between the Ottoman Empire and France, February 1535," Gelvin, pp. 60-61.

September 5: Reading community in *Al-Jabarti's Chronicle*

al-Jabarti, Intro and 19-61.

 As you are reading this source, please pay particular attention to the picture of community that emerges. Who is part of al-Jabarti's community? What makes you think so?

September 7: Al-Jabarti continued

MAP QUIZ

al-Jabarti, 62-118.

• As you are reading this source, please take special note the place of religion in al-Jabarti's text.

- o Mustafa Kamil, "What the National Party Wants." (pweb)
- Are we talking about the same Egyptian community as al-Jabarti was talking about? Why or why not? Please post 250 well-crafted words in response to this prompt. Your Blackboard post is due by 9 p.m. on Tuesday, September 27.

DELIMITATION OF THE MODERN NATIONAL STATE IN THE MIDDLE EAST

October 3: Conditions of National State Formation

James Gelvin, The Modern Middle East, pp. 189-229.



o Sayyid Qutb, Milestones (pweb).

November 16: Religion and National Life (cont.)