The Making of the Modern Middle East

(1800 to the Contemporary Period)

Course Description:
The course will provide a survey for students so that at the end they will understand the major themes and developments in the history of the Middle East starting from the end of the 18th century to the last decades of the 20th century. The course will specifically track the development of the modern state in the Middle East through the reforms of the late Ottoman Empire in the 19th century, to the creation of the mandate system after WWI, and to the rise of the Arab nationalist states and Gulf monarchies during the cold war. Throughout the course students will encounter the entangled histories of state-making in the Middle East and the various areas in which these histories intersect with discussions about Islam, orientalism, colonialism, imperialism, oil, and gender. All this aims to provide students with a comprehensive basis for understanding the modern Middle East. This course will combine various mediums for online learning including synchronous teaching and live lectures, small group discussions, walkthroughs of digital archives, and documentary films related to the making of the modern Middle East.

Attendance Policy:
Attendance is mandatory. Attendance will be checked twice during each course session, once at the beginning of the session and once after our mid-class break, we will discuss in the first session how the attendance checks will be done. Even one absence can significantly affect the student’s ability to keep up. Therefore, Attendance is 20% of the final grade the maximum allowed per Yale College regulations. There are no dean’s excuses during the summer. If a student has multiple absences, it may be necessary for the dean to impose a cut restriction. Any further absences might result in the student’s involuntary withdrawal from the course. If you cannot make attendance for one session please reach out to me as soon as possible.

Plagiarism Policy:
You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.
Yale punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades as well as the possibility of expulsion. Please be sure to review Yale’s Academic Integrity Policy in the Yale Student Handbook.
You can find a fuller discussion of using sources and avoiding plagiarism on the Writing Center Website (https://ctl.yale.edu/writing/using-sources)

**Grading:**
Attendance: 10%
Breakout Room Group Participation: 10%
ID Quizzes: 20%
Timeline Assignment 1: 5%
Midterm Essay Outline: 5%
Midterm Essay: 15%
Timeline Assignment 2: 5%
Final Essay Outline: 5%
Final Essay: 25%

**Assignments:**

*Midterm and Final Essay Assignments:* The course will consist of two essay assignments with the midterm essay being a 5-7-page assignment and the final essay being 8-10 pages. Each student will choose a topic which we have discussed in the course - pre-Midterm or post-Midterm for the Midterm and Final Essay assignments respectively. You will pair that topic with a primary source document given to you and write an essay with contextualizes the documents and places within an historical trajectory. Topics we will be going over in class revolve around the themes of Popular Political Movements, Rise of Nationalism, Religion and Politics, The Colonial Encounter, Reform Movements and Modernity, Disease and the Modern State. A one-page outline of the essay is required for each essay assignment so that I may provide feedback and guidance to each student on their plan for the essays. This outline is to include a detailed overview of the structure of your final paper, a short bibliography of the primary and secondary sources you will utilize and the argument you intend to put forth.

All essays will be required to use Chicago Manual Style for citation (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). Please see me, or email me if you have any questions on using Chicago Manual Style (for bibliography and footnotes).

*Timeline Assignments:* Students will be asked to put together throughout the course a timeline which covers the major events discussed in the course, parts one and two are to be turned in with the midterm and final essay outlines in order to help students organize the information in the course and begin thinking about how that information fits into the larger themes of the course. I will go over this assignment and provide an example format to students in our first meeting.

*ID Quizzes:* Due on Canvas under Quizzes – it will be posted after lecture and due by 9pm the night before the next lecture class, ID terms will be chosen from the list provided to students on the first content slide of each lecture. The quizzes are open-notes and open-textbook and the aim of these quizzes is to reinforce concepts from lecture and teach you how to write about historical concepts and how certain events are connected to larger historical themes.
For an ID term these are the points you are expected to identify: Write 3-4 sentences answering the following about the term (What is it, When did it occur [if applicable], and how is it related to the larger themes/events we have discussed in the course)

**Accessibility Statement**

Please note that any student with a documented disability needing academic adjustments or accommodations is requested to speak to me by the end of the third week of the term. All discussions will remain confidential.

**Inclusivity Statement**

Please be aware that I will be referring to all students by they/them/their pronouns unless the student specifically asks me by email or in person to refer to them by a different combination of preferred pronouns. Students are asked to be respectful of all other students in the digital classroom and to help foster an inclusive space in which all voices, experiences, and identities can be expressed safely.

**Course Readings:**

All readings will either be accessible through digital copy with Yale library or provided via Canvas under files. Though if you wish to have a physical copy feel free to order these books:


***Optional Readings are Listed and Posted on Canvas as well for Students who wish to use that week as the basis for their midterm or final paper***

**Week 1 Session 1: Introduction and Background**

*Lecture and Discussion Topics*: Introduction, the Eighteenth-Century Middle East, the Challenge of Reform: The Deed of Agreement of 1808


• Optional: Caroline Finkel. *Osman’s Dream: The History of the Ottoman Empire…*, 413-427.

**Week 1 Session 2: Defensive Developmentalism in Egypt and the Ottoman Empire**

*Lecture and Discussion Topics:* Napoleon’s Invasion of Egypt, Muhammad Ali, and Mahmud II

*Readings:*


• Optional: Caroline Finkel. *Osman’s Dream: The History of the Ottoman Empire…*, 427-446.

**Week 2 Session 1: Tanzimat Reforms**

*Lecture and Discussion Topics:* The Tanzimat Reforms 1839-1856 and the Young Ottomans

*Readings:*

• Caroline Finkel. *Osman’s Dream: The History of the Ottoman Empire…*, 447-487.


***Middle East Historical Map Quiz***

**Week 2 Session 2: Imperialism in North Africa and Iran**

*Lecture and Discussion Topics:* The Advent of Colonialism in the Middle East: The Case of North Africa (Algeria, Tunisia, Egypt). Qajar Iran: Amir Kabir to the Tobacco Regie

*Readings:*

• Optional: Caroline Finkel. *Osman’s Dream: The History of the Ottoman Empire…*, 413-427.


**Week 3 Session 1: Constitutionalism and Imperialism in the Middle East**


• Amanat, Abbas. *Iran: A Modern History*, 315-326, 330-341, (early constitutional movement)
• Namik Kemal’s play: *Motherland, or Silistra* (a few pages)

• *Optional* Amanat, Abbas. *Iran: A Modern History*, 359-385. (the Grand Majlis and suppression of the constitutional movement)

***Timeline 1 and Midterm Essay Outline Due Tuesday at Midnight – No Open Notes Quiz for Week 3 Session 1***

**Week 3 Session 2: Orientalism and the Digital Workshop on American Missionary Records from the Middle East**

*Lecture Discussion Topics*: Orientalism, Using Primary Source Documents: Digital Archive of American Missionaries in the Middle East, Overview of Chicago Manual Style for Midterm Essay

• Discussion Documents on American Missionaries in the Middle East: I will share a site which has photographs and documents from American Missionaries in the Middle East and instead of the quiz this class you will need to choose one document from that site and write 300 words on what it can tell us about European/American missionaries in the Middle East (I will do few examples in class). *(Assignment instead of open-notes quiz)*

Week 4 Session 1: WWI and the Division of Empire
*Lecture and Discussion Topics:* The Balkan Wars, WWI, Mandate States, and Nationalism
Readings:

***Midterm Essay Due by Midnight***

Week 4 Session 2: Israel-Palestine
*Lecture and Discussion Topics:* The Israeli-Palestinian Conflict
Readings:

Week 5 Session 1: The Cold War: Arab Nationalism, Anti-Colonialism, and the Gulf States
*Lecture and Discussion Topics:* Arab Nationalism, Anti-Colonialism, and Oil and the Gulf States
Readings:
- *Optional:* Timothy Mitchell, selections from *Carbon Democracy*
Week 5 Session 2: Mass Movements and Modern Geopolitics in the Middle East: 1979 and Beyond

Lecture and Discussion Topics: Popular Protest: 1979 in Saudi Arabia, Iran, and Turkey / the War on Terror / the Arab Spring

Readings:

***Final Essay Due One Week from End of the Course***