



HIS 4930-04: History of modern Egypt

Spring 2010
Tu/Th 2-3:15, Bellamy 0001
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This series of lectures surveys the history of Egypt from the end of the eighteenth century to the present day. Students will a) acquire a sense of the chronology and major events of the period, b) consider a variety of approaches to historical description (political, social, economic, cultural), and c) be exposed to primary documents and scholarly discussions of the historiography of Egypt, which will extend the range of the lecture narrative.

Evaluation

Midterm	Thursday, February 25	20%
Document report	Tuesday, March 30	20%
Final exam (or essay)	Thursday, April 29, 7:30 - 9:30	40%
Quizzes	Unannounced	10%
Attendance and participation	Ongoing	10%

Exams

The midterm will consist of short answer questions about the readings (1/3 of your grade) and two essay questions, chosen from a list of six (2/3 of your grade). The final exam will also be a combination of short answer and essay questions. For the midterm and final exams, you can bring a single sheet of notes with you.

Document report

I will provide you with a small set of archival documents from Egyptian history. Please summarize the story these documents tell and analyze that story in the context of the lectures (maximum 500 words).

Final essay option

In lieu of the final exam, you can write a research paper (maximum 2500 words) on a topic of interest to you. If you choose this option, please discuss this with me by Thursday, April 1. The paper is due at 7:30 on Thursday, April 29.

Quizzes, attendance, and participation

The quizzes are very easy, but they are closed book and take place at the start of class; they tell me whether you have done your reading. You will lose one percent of your grade for every unexcused absence. Perfect attendance without participation in discussions is worth 8/10.

Grade scale

Please read "Grading Practices" on the last page of this syllabus.

Readings

Those reading for which no web link is provided will be posted on Blackboard. Please complete all main readings before class. The "additional readings" reinforce the lectures, and are recommended for all students. Students wishing for a general survey of Egyptian history can consult the following:

- James Jankowski, *Egypt: A Short History* (Oxford: One World, 2000)

Schedule

This schedule is subject to change. The syllabus posted on Blackboard will be updated to reflect changes, and it is the schedule of record.

Introduction

Th Jan 7 **Cairo and the countryside today**

Tu Jan 12 **200 years in 60 minutes**

- Film: "Al-Irhab wal-Kabab" (1993). [Google Video Link](#)

Part 1

Th Jan 14 **Pan-Arabism, Nasserism**

- Jamal Abd al-Nasser, "Arab Socialism (1964)," in Marvin E. Gettleman and Stuart Schaar, ed., *The Middle East and Islamic World Reader*, (New York: Grove, 2003) [hereinafter MEIW], 289-91.

Additional: Alain Roussillon, "Republican Egypt interpreted: revolution and beyond," in M. W. Daly, ed., *The Cambridge history of Egypt*, vol. 2 (Cambridge University Press, 1998) [hereinafter CHE], 334-58.

Tu Jan 19 **1967, 1973: Israel and Egypt**

- "Egyptian President Abdel Nasser Resigns from Office Following the 1967 Arab-Israeli War, June 9, 1967," in Akram Fouad Khater, *Sources in the History of the Modern Middle East* (Boston: Houghton Mifflin, 2004) [hereinafter AFK], 278-82.
- Samer Shehata, "The Politics of Laughter: Nasser, Sadat, and Mubarek in Egyptian Political Jokes" *Folklore* 103.1 (1992), 75-91.

Th Jan 21 **Infatih and the world economy**

- Anwar Sadat, "Infatih: Opening to the West (1975)," MEIW 291-3.
- "Reproducing the Family," in Diane Singerman, *Avenues of participation : family, politics, and networks in urban quarters of Cairo* (Princeton, N.J.: Princeton University Press, 1995), 74-131.

Additional: Alain Roussillon, "Republican Egypt interpreted: revolution and beyond," CHE 359-73.

Tu Jan 26 **Sadat's assassination and after**

- Salwa Bakr, "Corncobs," in Denys Johnson-Davies, ed. *Under the Naked Sky* (AUC, 2000), 131-41.
- Yusuf Idris, "Farahat's Republic," in Denys Johnson-Davies, ed. *Modern Arabic Short Stories* (AUC, 1993), 1-18.

Additional: Alain Roussillon, "Republican Egypt interpreted: revolution and beyond," CHE 373-93.

Th Jan 28 **Demographics, dams, and development**

- Farha Ghannam, "Keeping Him Connected: Labor Migration and the Production of Locality in Cairo, Egypt," *City and Society*, 1999.
- Warren C Robinson, *The Demographic Revolution in Modern Egypt* (Lanham: Lexington Books, 2006), 1-35.
- World Bank, "Egypt at a Glance." [Link](#)
- Population Reference Bureau, "Egypt page." [Link](#)

Tu Feb 2 **Islam and the Egyptian Republic**

- Sayyid Qutb, "Corruptions of the Modern World (1964)," MEIW 303-306.
- "Egyptian Writer Sayyid Qutb Articulates a New, Influential Vision of Jihad, 1964," AKH 323-331.
- Saad Eddin Ibrahim, "Egypt's Muslim Militants (1985)," MEIW 307-309.
- "Egyptian Editor Farag Foda Critiques Islamic Movements in Egypt, 1989 and 1992," AKH 352-359.
- "'Signposts'," in Gilles Kepel, *The Prophet and Pharaoh* (London: al-Saqi, 1985), 36-69.

Part 2

Th Feb 4 **1919**

- "Reform on Display," in Lisa Pollard, *Nurturing the nation* (Berkeley: University of California Press, 2005), 166-204.

Additional: Selma Botman, "Egypt's liberal age," CHE 285-308.

Tu Feb 9 **The "Liberal Experiment" and Hassan al-Banna**

- "'Ali 'Abd al-Raziq, an Egyptian Religious Scholar, Argues for the Separation of State and Religion, 1928," AKH 152-9.
- "Taha Husayn Writes of Egypt as a Mixture of Pharaonic, Arab, and Western Cultures, 1938," AKH 166-70.
- Hasan al-Banna, "Overcome Western Materialism (late 1930s), MEIW 300-303.
- "Hasan al-Banna Proclaims Egyptian Nationalism and the Religious Basis for an Islamic State, 1949," AKH 175-81.
- "Hasan al-Banna and the Founding of the Society of the Muslim Brothers" and "Cairo: Rise to Power," in Richard Mitchell, *The Society of the Muslim Brothers* (Oxford UP, 1969), 1-34.

Th Feb 11 **British rule in peace and war (WW2)**

- Tawfiq al-Hakim, *Maze of Justice: Diary of Country Prosecutor* (London: Saqi, 1989), pp. 12-52.
- "Revolution" and "Back to Duty" in Bimbashi McPherson, *The Man Who Loved Egypt*, ed. Barry Carman and John McPherson (BBC Pubns: Ariel Books, 1987), 204-21, 235-48.

Tu Feb 16 **Bank Misr and Women**

- "Nazira Zein el-Din, an Egyptian Feminist, Comments on the Unveiling and Veiling of Women, 1928," AKH 100-108.
- Robert Vitalis, "On the Theory and Practice of Compradors: The Role of Abbud Pasha in the Egyptian Political Economy," *International Journal of Middle East Studies* 22, no. 3 (August 1990): 291-315.

Additional: Joel Beinin, "Egypt: society and economy, 1923-1952," CHE 309-33.

Th Feb 18 **1952 and King Farouk**

- *New York Times* selections, 1936-1965.
- "Endgame: special supplement," *Al-Ahram Weekly Online* 570 (24 - 30 January 2002). [Link](#)

Tu Feb 23 **Suez Crisis, 1956**

- film: "Nasser 56" (Egypt, 1996). [Google video link](#)

Th Feb 25 **Midterm: 1919-2009**

Part 3

Tu Mar 2 **Isma'il and the Suez Canal**

- "An Egyptian Khedival Decree Establishes a European-Controlled Public Debt Administration, May 2, 1876," AKH 51-4.

Additional: F. Robert Hunter, "Egypt under the successors of Muhammad Ali," CHE 180-197.

Th Mar 4 **Sudan**

- "Black Servants and Saviors: The Domestic Empire of Egypt," in Eve Troutt Powell, *A Different Shade of Colonialism: Egypt, Great Britain, and the Mastery of the Sudan* (Berkeley: University of California Press, 2003), 64-104.

Additional: Hassan Ahmed Ibrahim, "The Egyptian empire, 1805–1885," CHE 198-216.

Tu Mar 16 **1876-1882**

- "Arabi's Autobiography," in Wilfred Blunt, *Secret History of the English Occupation of Egypt* (New York: Alfred A. Knopf, 1922), 367-82. [Link](#)

Additional: Donald Malcolm Reid, "The Urabi revolution and the British conquest, 1879–1882," CHE 217-38.

Th Mar 18 **Cromer and the Veiled Protectorate**

- "Convention on Free Navigation of the Suez Between the European Powers and the Ottoman Empire, October 29, 1888," AKH 54-7.
- Estate of J. F. Norris (National Archives of United Kingdom, FO 847/16/27, 1888).
- Evelyn Baring Cromer, *Modern Egypt* (New York: Macmillan, 1916), 1-8. [Link](#)

Additional: M. W. Daly, "The British occupation, 1882–1922," CHE 239-51.

Tu Mar 23 **Muhammad 'Abduh**

- Taha Hussein, *The Days* (AUC, 1997), 21-39, 105-13, 152-8, 203-10, 226-32.

Th Mar 25 **Bourgeois nationalism**

- "Anis al-Jalis, an Egyptian Magazine, Defines a Vision of Women and Their Role in Society, 1899," AKH 70-74.
- "Qasim Amin Argues for the Emancipation of Women in Egypt, 1900," AKH 74-83.
- "Bahithat al-Badiya Advocates Greater Educational and Economic Rights for Egyptian Women, 1909," AKH 91-100.
- "The Discourse of the Veil," in Leila Ahmed, *Women and Gender in Islam*, 144-68.

Part 4

Tu Mar 30 **Ottoman Egypt**

- TBA

Additional: Daniel Crecelius, "Egypt in the eighteenth century," CHE 59-86.

Th Apr 1 **Napoleon**

- 'Abd al-Rahman Jabarti, *Napoleon in Egypt: Al-Jabarti's Chronicle of the First Seven Months of the French Occupation of Egypt, 1798* (Princeton: M. Wiener Publ, 1993), 19-48.

Additional: Daniel Dykstra, "The French occupation of Egypt, 1798–1801," CHE 113-38.

Tu Apr 6 **The Massacre at the Citadel and Mehmet Ali Pasa**

- "Rifa'a Tahtawi Reflects on Paris, Its People, Their Ideas and Lives in the 1820s," AKH 67-70.
- Ehud Toledano, "Shemsigul," in Edmund Burke III and David N Yaghoubian, eds., *Struggle and Survival in the Modern Middle East*, (University of California Press, 2006), 48-63.

Additional: Khaled Fahmy, "The era of Mehmed Ali Pasha, 1805–1848," CHE 139-179.

Th Apr 8 **Documents discussion**

Tu Apr 13 **Cotton**

- "Personal Characteristics, and Dress, of the Muslim Egyptians," "Domestic Life (The Lower Orders," and "Common Usages of Society," Edward W. Lane, *Manners and Customs of the Modern Egyptians* (1836), 26-54, 198-212. [Link](#)

Th Apr 15 **Conscription and Campaigns in Syria and Yemen**

- "Behind the lines: daily life in the camps," in Khaled Fahmy, *All the Pasha's Men: Mehmed Ali, His Army, and the Making of Modern Egypt*, (Cambridge, U.K: Cambridge University Press, 1997), 199-238.

Tu Apr 20 **Factories, Education, Public Health**

- "The Autobiography of Ali Mubarak," in Dwight F. Reynolds, ed., *Interpreting the Self: Autobiography in the Arabic Literary Tradition*, (University of California Press, 2001), 224-40. [Link](#)

Additional: Ehud Toledano, "Social and economic change in the 'long nineteenth century'," CHE 252-84.

Conclusion

Th Apr 22 **Conclusion**

Policies

A. **Students with disabilities** covered by the Americans with Disabilities Act should follow these steps:

- 1) Provide documentation of your disability to the Student Disability Resource Center.
- 2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor the first week of class. The statement should indicate the special accommodations you require.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. Telephone: (850) 644-9566 (voice) (850) 644-8504 (TDD). Email: sdrc@admin.fsu.edu Website: <http://www.disabilitycenter.fsu.edu/>

B. **Missed work:** If you are unable to take an examination at the arranged time you must inform the instructor at the earliest possible date, and provide a reasonable excuse with whatever documentation might be necessary. The instructor will determine what constitutes documentation and a reasonable excuse. Dates of make-up exams will be announced and will be allowed at the discretion of the professor.

C. **Late work** loses ten percent per day.

D. **Attendance:** Attendance will be taken at each meeting, and every missed class is counted in the participation grade.

E. **Cheating and plagiarism:** All students are required to uphold the Academic Honor Code, which "is based on the premise that each student has the responsibility to: 1) Uphold the highest standards of academic integrity in the students own work, 2) Refuse to tolerate violations of academic integrity in the academic community, and 3) Foster a high sense of integrity and social responsibility on the part of the University Community." The Florida State University Academic Honor Policy (<http://dof.fsu.edu/honorpolicy.htm>.) outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Read it.

The penalty for a confirmed breach of the honor code, as outlined in the Student Handbook, will be either a "0" for the assignment or an "F" for the course, at the discretion of the instructor. Plagiarism will definitely receive the latter penalty. Additionally, for any breach, a letter will be sent to the Judicial Office of the University.

F. **Laptops and cell phones:** Turn them off and put them away before class. Laptops may only be used if you are giving a presentation.

Grading Practices

Papers and Exams

An **A** or **A-** paper or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A **B+** or **B** paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly.

A **B-** paper or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A **C+**, **C**, or **C-** paper or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material.

A **D** paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material.

An **F** paper or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

Class and Seminar Participation

A student who receives an **A** for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a **B** for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a **C** for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of **D** or **F**.

Source: adapted from Princeton University "Department of History Grading Practices"