



HIS 6934-03: Middle East historiography colloquium

Fall 2013
Wednesday 5-8, Bellamy 404

Will Hanley
Office: Bellamy 440
Office hours: T 10-11, W 10-11
Email: whanley@fsu.edu
Voicemail: (850) 912-9143

Colloquium participants will read a selection of the most recent titles in the historiography of the modern Middle East, as well as a glance at key works in the previous literature. For the most part, readings focus on the Arab lands of the Middle East during the nineteenth century and twentieth centuries. The course is particularly suited to those preparing comprehensive exams in Middle East history.

Course objectives

Members of the class will: a) read and digest a number of the most important books of Middle East history written in recent years, b) develop a

general sense of the historiography of the field, c) experiment with reading and note-taking techniques, to help them to deal with the reading and recall of a large volume of historical writing, and d) produce an in-depth historiography review of an area of the literature of their choosing.

Evaluation

Weekly discussion papers (10 @ 2% each)	20%
Webpage curation	10%
Annotated bibliography (due Oct 2)	20%
Session direction	10%
Review essay (due Dec 6)	30%
Attendance and participation	10%

Weekly discussion papers

Write a one-page response to the readings, and bring a copy for each of your classmates. Do at least ten.

Webpage curation

You will be responsible for a webpage about one of the books we read, to be hosted on the course website (<https://sites.google.com/site/mehistorycolloq/>). We will assign the books at our first meeting. The page you design should include a summary of the book, links to reviews and related discussions, a supplemental reading guide, graphics, and anything else you see fit to include. You will also be expected to take summarize our class discussion on the webpage (drawing on your notes and your colleagues' discussion papers). The page should be a useful resource for anyone interested in the book, and we will make them public at the end of the semester.

Annotated bibliography, session direction, and review essay

This project provides an opportunity to develop a deep knowledge of the literature on a Middle East historical topic pertaining to your own research interests. In the first weeks of class, meet with me to discuss the topic you have chosen as well as a preliminary reading list. On October 2, give me an extensive annotated bibliography. You are not expected to have read most of the material, but you should demonstrate a grasp of the topic. Where possible, integrate relevant additional readings from this or other classes. At some point during the second half of the semester, you will lead a 30 minute class discussion of your topic and a 20 page reading of your choice. At the end of the semester, building on the bibliography and the discussion, you will hand in a historiography review essay of about 5000 words.

Attendance and participation

For participation evaluation guidelines, see “Grading Practices” at the end of this syllabus.

Schedule

Aug 28 Introduction

Zachary Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*. (Cambridge UP, 2009).

In-class reading: Ehud Toledano, “[Mehmet Ali Paşa or Muhammad Ali Basha? An Historiographic Appraisal in the Wake of a Recent Book](#),” *Middle Eastern Studies*, 21 (1985), 141–59.

Assign webpages.

Sep 4 Ottomans

Karen Barkey, *Empire of Difference: The Ottomans in Comparative Perspective* (Cambridge UP, 2008). Web: Jordan

Excerpt: Reşat Kasaba, *A moveable empire: Ottoman nomads, migrants, and refugees* (U of Washington, 2009), Chs. 1, 4, 5.

Essay: Ariel Salzmann, “[An Ancien Regime Revisited: ‘Privatization’ and Political Economy in the Eighteenth-Century Ottoman Empire](#).” *Politics and Society* 21.4 (December 1993): 393–423.

First discussions of essay topics.

Sep 11 Political History

Elizabeth Thompson, *Justice Interrupted: The Struggle for Constitutional Government in the Middle East* (Harvard, 2013).

Excerpt: Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*, (Routledge, 2004), 1-55.

Essay: Albert Hourani, “Ottoman Reform and the Politics of Notables,” in *The Beginnings of Modernisation in the Middle East*, edited by W. Polk and R. Chambers (Chicago, 1968), 41-68.

Sep 18 Religion

Selim Deringil, [Conversion and Apostasy in the Late Ottoman Empire](#) (Cambridge, 2012). Web: Brian

Excerpt: [Ussama Makdisi, The culture of sectarianism : community, history, and violence in nineteenth-century Ottoman Lebanon](#) (Berkeley, 2000), chs. 1, 4, 5, Epilogue.

Essay: Saba Mahmood, “[Religious Freedom, the Minority Question, and Geopolitics in the Middle East](#).” *Comparative Studies in Society and History* 54.2 (2012): 418–446.

Sep 25 Empire

Benjamin Claude Brower, *A Desert Named Peace: The Violence of France’s Empire in the Algerian Sahara, 1844-1902* (Columbia, 2009). Web: Dan

Excerpt: Sarah D. Shields, *Fezzes in the River: Identity Politics and European Diplomacy in the Middle East on the Eve of World War II* (Oxford, 2011), 1-47.

Essay: Sanjay Subrahmanyam, "[A Tale of Three Empires: Mughals, Ottomans, and Habsburgs in a Comparative Context](#)." *Common Knowledge* 12.1 (2006): 66–92.

Oct 2 History and memory

Rochelle A. Davis, *Palestinian Village Histories: Geographies of the Displaced* (Stanford, 2010). Web: Logan

Excerpt: Brinkley Messick, *The Calligraphic State: Textual Domination and History in a Muslim Society* (Berkeley, 1993), 1-36, 231-50.

Essay: Amy Mills, "[The Ottoman Legacy: Urban Geographies, National Imaginaries, and Global Discourses of Tolerance](#)." *Comparative Studies of South Asia Africa and the Middle East* 31.1 (January 2011): 183–195.

Oct 9 Regions

Nile Green, *Bombay Islam: The Religious Economy of the West Indian Ocean 1840-1915* (Cambridge UP, 2011)

Excerpt: Isa Blumi, *Reinstating the Ottomans: Alternative Balkan Modernities, 1800-1912* (Palgrave Macmillan, 2011), Introduction and chapter 4.

Essay: Engseng Ho, "[Empire through Diasporic Eyes: A View from the Other Boat](#)," *Comparative Studies in Society and History* 46, no. 2 (2004): 210–46.

Oct 16 Gender

Laura Bier, *Revolutionary Womanhood: Feminisms, Modernity, and the State in Nasser's Egypt* (Stanford, 2011). Web: Becca

Excerpt: Wilson Chacko Jacob, *Working Out Egypt: Effendi Masculinity and Subject Formation in Colonial Modernity, 1870-1940* (Durham, NC: Duke University Press, 2011), Introduction and chapter 4.

Essay: Samera Esmeir, "[At Once Human and Not Human: Law, Gender and Historical Becoming in Colonial Egypt](#)," *Gender & History* 23, no. 2 (August 1, 2011): 235–249.

Oct 23 Class cancelled

Oct 30 Environmental History

Sam White, *The Climate of Rebellion in the Early Modern Ottoman Empire* (Cambridge UP, 2011). Web: Andy

Presentation I: Andy: population and migration

Presentation II: Brian: Sectarianism in Lebanon

Presentation III: Dan: Decolonization, land tenure, modernization, 1950s and 60s Egypt and Iran

Nov 6 Frontiers

Sabri Ateş, *Ottoman-Iranian Borderlands: Making a Boundary, 1843–1914* (Cambridge UP, 2013).
Karen Kern, *Imperial Citizen: Marriage and Citizenship in the Ottoman Frontier Province of Iraq* (Syracuse UP, 2011).

Presentation I: Becca: Women/feminism/nationalism 1920s

Presentation II: Hakan: Secularism in Turkey

Nov 13 Slavery

Eve M. Troutt Powell, *Tell This in My Memory: Stories of Enslavement from Egypt, Sudan, and the Ottoman Empire* (Stanford, 2012). Web: Jan

Presentation I: Jan: Labor

Presentation II: Jordan: Copts in Egypt/Minorities in North Africa

Nov 20 Citizenship

Shira Robinson, *Citizen Strangers: Palestinians and the Birth of Israel's Liberal Settler State* (Stanford, 2013). Web: Josue

Presentation I: Logan: Palestine/Israel/Six day war

Presentation II: Josue: Israel's foundation and the international community

Dec 4 Genocide

Taner Akçam, *The Young Turks' Crime against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (Princeton, 2012). Web: Hakan

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 student's 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.

G. This syllabus is subject to change. The version posted on the course website is always most current.

Grading Practices

Letters and Numbers

A: 83-100 A-: 80-82 B+: 77-79 B: 73-76 B-: 70-72 C+: 67-69 C: 63-66 C-: 60-62 D: 50-59 F: 0-49

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"