



HIS 6934-01: Middle East historiography colloquium

Fall 2010
Wednesday 9-12, Bellamy 0421

Will Hanley
Office: Bellamy 440
Office hours: W 1-2, Th 2-3
Email: whanley@fsu.edu
Voicemail: (850) 912-9143

This course offers 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. The course is particularly suited to those preparing comprehensive exams in the field. For the most part, readings focus on the Arab lands of the Middle East during the nineteenth century and the first half of the twentieth century.

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, and 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.

Evaluation

Weekly discussion papers (10 @ 2.5% each)	25%
First essay (due Oct 13)	25%
Second essay (due Dec 6)	25%
Attendance and participation (13 @ 2% each)	25%

Weekly discussion papers

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

Essays

These two essays provide an opportunity to read the literature on two Middle East historical topics pertaining to your own research interests. Please discuss the topics and reading lists with me well in advance of the due dates. For each paper, read about ten books or articles outside those set for class reading, and write a historiographical discussion of about 4000 words. Where possible, integrate relevant additional readings from this or other classes.

Attendance and participation

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

Schedule

Aug 25 Introduction

First discussions of paper topics.

In-class reading: Ziad Fahmy, "Media-Capitalism: Colloquial Mass Culture and Nationalism in Egypt, 1908? 18," *International Journal of Middle East Studies* 42, no. 01 (2010): 83-103.

Sep 1 Textbooks

Choose one of:

Ilan Pappé, *The Modern Middle East*, New edition. (Routledge, 2005).

James L Gelvin, *The Modern Middle East: A History* (New York: Oxford University Press, 2005).

In-class reading: Edmund Burke, "Review: Middle Eastern History and World History," *Journal of World History* 3, no. 2 (Fall 1992): 257-262.

Sep 8 Middle Class

Keith David Watenpaugh, *Being modern in the Middle East: revolution, nationalism, colonialism, and the Arab middle class* (Princeton University Press, 2006), 1-68, 95-160, 211-44, 299-309.

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: UCP, 1968), 41-68.

In-class reading: Dafna Hirsch, "'We Are Here to Bring the West, Not Only to Ourselves': Zionist Occidentalism and the Discourse of Hygiene in Mandate Palestine," *International Journal of Middle East Studies* 41, no. 04 (2009): 577-594.

Sep 15 Historiography

Yo'av Di-Capua, *Gatekeepers of the Arab Past: Historians and History Writing in Twentieth-Century Egypt* (California, 2009), 1-140, 282-343.

Essay: Ehud Toledano, "Mehmet Ali Pasa or Muhammad Ali Pasha? An Historiographic Appraisal in the Wake of a Recent Book," *Middle Eastern Studies* 21.4 (1985): 141-59. [\[link\]](#)

Essay: Albert Hourani, "How should we write the history of the Middle East?," *IJMES* 23, no. 2 (1991): 125-36. [\[link\]](#)

In-class reading: Jennifer M. Dueck, "The Middle East and North Africa in the Imperial and Post-Colonial Historiography of France," *The Historical Journal* 50, no. 04 (2007): 935-949.

Sep 22 Family I

Iris Agmon, *Family & Court: Legal Culture and Modernity in Late Ottoman Palestine*, Middle East studies beyond dominant paradigms (Syracuse, N.Y: Syracuse University Press, 2006), 1-167, 199-238.

Excerpt: "With Her Consent: Marriage," chapter 2 of Judith E. Tucker, *In the house of the law : gender and Islamic law in Ottoman Syria and Palestine* (University of California Press, 1998), 37-77.

In-class reading: Fruma Zachs and Sharon Halevi, "From Difa' Al-Nisa' to Mas'alat Al-Nisa' in Greater Syria: Readers and Writers Debate Women and Their Rights, 1858-1900," *International Journal of Middle East Studies* 41, no. 04 (2009): 615-33.

Sep 29 Family II

Hanan Kholoussy, *For better, for worse: the marriage crisis that made modern Egypt* (Stanford University Press, 2010), all.

Excerpt: Introduction, Chapters 8 and 14 of Elizabeth Thompson, *Colonial Citizens: Republican Rights, Paternal Privilege, and Gender in French Syria and Lebanon* (Columbia, 2000), 1-13, 141-54, 229-46.

In-class reading: Firoozeh Kashani-Sabet, "The Politics of Reproduction: Maternalism and Women's Hygiene in Iran, 1896-1941," *International Journal of Middle East Studies* 38, no. 01 (2006): 1-29.

Oct 6 Governmentality and expertise

Ilana Feldman, *Governing Gaza: bureaucracy, authority, and the work of rule, 1917-1967* (Duke University

Press, 2008), 1-61, 123-235.

Excerpt: "Introduction," Timothy Mitchell, *Rule of experts: Egypt, techno-politics, modernity* (University of California Press, 2002), 1-15.

In-class reading: Jane H. Murphy, "Aḥmad al-Damanhūrī (1689–1778) and the Utility of Expertise in Early Modern Ottoman Egypt," *Osiris* 25, no. 1 (January 1, 2010): 85-103.

Oct 13 Conversion

Marc David Baer, *The Dönme: Jewish Converts, Muslim Revolutionaries, and Secular Turks* (Stanford UP, 2009), Preface, 1-43, 111-262.

Essay: Selim Deringil, "There is No Compulsion in Religion': On Conversion and Apostasy in the Late Ottoman Empire, 1839-1856" *Comparative Studies in Society and History*, vol. 42 (2000): 42-575. [\[link\]](#)

In-class reading: Marc Baer, Ussama Makdisi, and Andrew Shryock, "Tolerance and Conversion in the Ottoman Empire: A Conversation," *Comparative Studies in Society and History* 51, no. 04 (2009): 927-940.

Oct 20 America's Middle East

Ussama Samir Makdisi, *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East*, The United States in the world (Ithaca, Ny: Cornell University Press, 2008), 1-102, 141-220.

Excerpt: Foreword and Chapter 1, Robert Vitalis, *America's kingdom: mythmaking on the Saudi oil frontier* (Stanford University Press, 2007) ix-xx, 1-26.

Excerpt: "Iran, Islam, and the Terrorist Threat, 1979-1989," chapter 5 of Melani McAlister, *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000*, American crossroads 6 (Berkeley, Calif: University of California Press, 2001), 198-234.

In-class reading: Heather J. Sharkey, "Empire and Muslim conversion: historical reflections on Christian missions in Egypt," *Islam and Christian-Muslim Relations* 16, no. 1 (2005): 43-60.

Oct 27 Sexuality

Dror Ze'evi, *Producing Desire: Changing Sexual Discourse in the Ottoman Middle East, 1500-1900* (University of California Press, 2006), all.

Excerpt: Introduction and "Re-Orienting Desire: The Gay International and the Arab World," chapter 3 in Joseph Andoni Massad, *Desiring Arabs* (University of Chicago Press, 2007), 1-50, 160-90.

In-class reading: Liat Kozma, "Sexology in the Yishuv: The Rise and Decline of Sexual Consultation in Tel Aviv, 1930-39," *International Journal of Middle East Studies* 42, no. 02 (2010): 231-49.

Nov 3 Nomads

Reşat Kasaba, *A moveable empire: Ottoman nomads, migrants, and refugees* (University of Washington Press, 2009), all.

Essay: Selim Deringil, ""They Live in a State of Nomadism and Savagery": The Late Ottoman Empire and the Post-Colonial Debate," *Comparative Studies in Society and History* 45 (2003): 311-342. [\[link\]](#)

Excerpt: Eugene L. Rogan, *Frontiers of the state in the late Ottoman Empire : Transjordan, 1850-1921* (Cambridge University Press, 1999), 1-20.

In-class reading: Dawn Chatty, "The Bedouin in Contemporary Syria: The Persistence of Tribal Authority and Control," *The Middle East Journal* 64.1 (2010): 29-49.

Nov 10 Labor

John Chalcraft, *The invisible cage: Syrian migrant workers in Lebanon* (Stanford University Press 2009), 1-135, 221-33.

Excerpt: Beshara Doumani, *Rediscovering Palestine Merchants and Peasants in Jabal Nablus, 1700-1900* (University of California Press, 1995), 1-15, 131-81. [\[e-book\]](#)

In-class reading: Boğaç A. Ergene and Ali Berker, "Wealth and Inequality in 18th-Century Kastamonu: Estimations for the Muslim Majority," *International Journal of Middle East Studies* 40, no. 01 (2008): 23-46.

Nov 17 Politics

Ilham Khuri-Makdisi, *The Eastern Mediterranean and the Making of Global Radicalism, 1860-1914* (University of California Press, 2010).

Excerpt: James L. Gelvin, *Divided loyalties: nationalism and mass politics in Syria at the close of Empire* (University of California Press, 1998), 1-47. [[e-book](#)]

In-class reading: Gavin D. Brockett, "Provincial Newspapers as a Historical Source: Büyük Cihad and the Great Struggle for the Muslim Turkish Nation (1951-53)," *International Journal of Middle East Studies* 41, no. 03 (2009): 437-455.

Nov 24 Sect (CANCELLED)

Max Weiss, *In the Shadow of Sectarianism: Law, Shi'ism and the Making of Modern Lebanon* (Harvard University Press, 2010)

Excerpt: Ussama Makdisi, *The culture of sectarianism : community, history, and violence in nineteenth-century Ottoman Lebanon* (University of California Press, 2000). [[e-book](#)]

In-class reading: TBA

Dec 1 Environmental history

Sam White, "Rethinking Disease in Ottoman History," *International Journal of Middle East Studies* 42, no. 04 (2010): 549-567.

Alan Mikhail, "An Irrigated Empire: The View from Ottoman Fayyum," *International Journal of Middle East Studies* 42, no. 04 (2010): 569-590.

Excerpt: "Introduction," Faruk Tabak, *The waning of the Mediterranean, 1550-1870: a geohistorical approach* (JHU Press, 2008), 1-29.

In-class reading: "Roundtable: How Does Incorporating the Emerging Field of Environmental History into Studies of the Middle East Challenge Our Views of the Past and/or Present?," *IJMES* 42.4 (November 2010): 657-71.

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.

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"