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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>Thursday, February 25</td>
<td>20%</td>
</tr>
<tr>
<td>Document report</td>
<td>Tuesday, March 30</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam (or essay)</td>
<td>Thursday, April 29, 7:30 - 9:30</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Unannounced</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

**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:


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


Tu Jan 19 1967, 1973: Israel and Egypt

Th Jan 21 Infitah and the world economy
- Anwar Sadat, "Infitah: Opening to the West (1975)," MEIW 291-3.


Tu Jan 26 Sadat's assassination and after

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.
• World Bank, "Egypt at a Glance." [Link](#)
• Population Reference Bureau, "Egypt page." [Link](#)

Tu Feb 2 **Islam and the Egyptian Republic**
• Saad Eddin Ibrahim, "Egypt's Muslim Militants (1985)," MEIW 307-309.

**Part 2**
Th Feb 4 **1919**

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

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

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.

Th Feb 18 **1952 and King Farouk**
• "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.

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.

Tu Mar 16 1876-1882

Th Mar 18 Cromer and the Veiled Protectorate
• Estate of J. F. Norris (National Archives of United Kingdom, FO 847/16/27, 1888).

Tu Mar 23 Muhammad 'Abduh

Th Mar 25 Bourgeois nationalism
• "Qasim Amin Argues for the Emancipation of Women in Egypt, 1900," AKH 74-83.
• "The Discourse of the Veil," in Leila Ahmed, Women and Gender in Islam, 144-68.

Part 4
Tu Mar 30 Ottoman Egypt
• TBA

Th Apr 1 Napoleon

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.

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

Tu Apr 20 Factories, Education, Public Health
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"