

**THE ARAB MIDDLE EAST
IN THE
TWENTIETH CENTURY**

SPRING 2008

Email: pdsedra@sfu.ca

This course examines major themes in the history of Egypt, Syria, Lebanon, Iraq, Jordan, and the states of the Arabian Peninsula during the twentieth century. Among the topics students will explore are the legacy of the Ottoman Empire in the Arab world; the development of narratives of Arab nationalism; the political cultures of peasants, workers, and women; the influence of the military upon Arab societies; and the internal dynamics and interactions of monarchical and republican regimes. As the course focuses principally on social, cultural, and political developments within the Arab world, there is little coverage of the Arab-Israeli conflict.

Evaluation:

Three one-hour tests	30%
Term paper	40%
Debate presentation	20%
Class participation	10%

Texts:

- Ilan Pappé, *The Modern Middle East* (Routledge, 2005)
- Edmund Burke III and David Yaghoubian, eds. *Struggle and Survival in the Modern Middle East*, second edition (University of California Press, 2005)
- custom courseware package

Prerequisites: HIST 151 and 45 credit hours, including nine hours of lower division history credit.

Lecture sessions: Generally speaking, these will begin with a lecture of roughly 45 minutes. The lectures will not merely restate the contents of the assigned readings. Rather, they will build upon the readings, putting them in a historical and analytical context. As a result, attending lectures is an integral part of the course, not least given that materials from lectures will appear on the in-class tests. After each lecture, the instructor will answer whatever questions students may have about the readings and lecture. This time will be devoted not only to clearing up misunderstandings, but further, to interpretation and analysis. As a result, students should come to lecture sessions PREPARED TO PARTICIPATE.

Debate presentations: At the beginning of the term, students will select a debate topic of particular interest, from among those listed below. At the beginning of the tutorial to which they are assigned, students will make a presentation of ten minutes either in favor or against the day's resolution. After students have made their presentations, the instructor will open the debate to the rest of the class.

Class participation: Regardless of their particular presentation topics, students should read every week's materials with an eye to developing a position on the debate resolutions, jotting down notes for this purpose as they move through the readings. Each week, they are expected to be in a position, BEFORE they get to tutorial, to offer an argument either in favor or against the resolution. Repeated absences from either lectures or tutorials will lead to a failing participation grade. Please consult the instructor should you have to miss classes for health or family reasons. Completion of the readings before class and a consistent effort to contribute to class discussions will be rewarded with high marks in this category. Lateness and poor preparation for class will be penalized.

Class tests: These tests will vary in format, but will focus upon interpretation and analysis. Details will be provided.

Course regulations:

- I will not tolerate cheating or plagiarism. These are extremely serious academic offences. If you are having trouble with a concept or assignment, meet with the instructor well before the relevant deadlines. Keep in mind that poor, but legitimate, performance in a given assignment is far preferable to jeopardizing your academic career through fraud.
- All students in this class are to read and understand University policies on plagiarism and academic honesty. Ignorance of such policies is no excuse for violations. In student papers, it is essential that there be correct attribution of authorities from which facts and opinions have been derived.

Term papers: Students will write a ten- to twelve-page paper on a subject of their choice. Please meet with the instructor BEFORE THE END OF WEEK EIGHT to indicate the topic you have selected and the sources you have identified. Papers submitted after the deadline receive a penalty of ten percent for the first day late; for each additional day late, a further five percent will be deducted. The instructor will not accept submissions beyond a week from the given deadline. Extensions of deadlines will only be granted in the event of a documented health or family crisis. Papers are evaluated for clarity, organization, insight, and originality. Faulty grammar, spelling, and syntax reduce clarity, and will thus reduce your grade. Grades are final and not subject to negotiation.

Week One:

Tuesday, January 8th lecture
An Ottoman Legacy?

- Pappé, pp. 15-27.

- Burke & Yaghoubian: Philip S. Khoury, “Abu Ali al-Kilawi: A Damascus Qabaday,” 152-163.
- Burke & Yaghoubian: Sami Zubaida, “Naji: An Iraqi Country Doctor,” 187-202.

No lecture Thursday, January 10th

No tutorials, no debate this week

Week Two:

Tuesday, January 15th lecture

Narratives of the “Arab Nation”

- Courseware: George Antonius, “The Infant Movement: 1868-1908,” *The Arab Awakening: The Story of the Arab National Movement* (Beirut: Librairie du Liban, 1969), pp. 79-100.
- Courseware: James L. Gelvin, “Demonstrating Communities in Post-Ottoman Syria,” *Journal of Interdisciplinary History* 25, 1 (Summer 1994), pp. 23-44.

Thursday, January 17th lecture

The Liberal Lie

- Pappé, pp. 39-45.

Tutorial Debate Topic: Be it resolved that nationalisms are developed and directed by elites.

Week Three:

Tuesday, January 22nd lecture

The Politics of the Peasantry

- Pappé, pp. 59-93.
- Burke & Yaghoubian: Akram F. Khater and Antoine F. Khater, “Assaf: A Peasant of Mount Lebanon,” 35-47.

Thursday, January 24th lecture

Workers and Their World

- Pappé, pp. 113-134.
- Courseware: Joel Beinin, “Fikri al-Khuli’s Journey to al-Mahalla al-Kubra,” *Workers and Peasants in the Modern Middle East* (Cambridge: Cambridge University Press, 2001), pp. 99-113.
- Burke & Yaghoubian: Sherry Vatter, “Journeymen Textile Weavers in Nineteenth-Century Damascus: A Collective Biography,” 64-79.
- Burke & Yaghoubian: Eqbal Ahmad and Stuart Schaar, “M’hamed Ali: Tunisian Labor Organizer,” 164-177.

Tutorial Debate Topic: Be it resolved that history is made in the city.

Week Four:

Tuesday, January 29th lecture

From the Notables to the New Middle Class?

- Pappé, pp. 135-141.
- Courseware: Manfred Halpern, “The New Middle Class as the Principal Revolutionary and Stabilizing Force,” *The Politics of Social Change in the Middle East and North Africa* (Princeton: Princeton University Press, 1963), pp. 51-78.

Thursday, January 31st lecture [Test No. 1]

Tutorial Debate Topic: Be it resolved that the “new middle class” was merely a reconstitution of the old notable class in a “modern” guise.

Week Five:

Tuesday, February 5th lecture

The Rhetoric of Revolution

- Pappé, pp. 183-205.
- Courseware: Kristin S. Tassin, “‘Lift Up Your Head, My Brother,’” *Journal of Third World Studies* 23, 1 (Spring 2006), 147-168.

Thursday, February 7th lecture

Engineers Everywhere

- Pappé, pp. 93-111.
- Courseware: Raymond Baker, “Managers and the New Industrial Order,” *Egypt’s Uncertain Revolution* (Cambridge: Harvard University Press, 1978), pp. 175-196.

Tutorial Debate Topic: Be it resolved that the revolutionary technocratic state was inherently antidemocratic.

Week Six:

Tuesday, February 12th lecture

Gendering Modernization

- Pappé, pp. 223-254.
- Courseware: Laura Bier, “Modernity and the Other Woman: Gender and National Identity in the Egyptian Women’s Press, 1952-1967,” *Gender and History* 16, 1 (April 2004), pp. 99-112.

Thursday, February 14th lecture

The Militarization of Everyday Life?

- Courseware: John Waterbury, “The Arab Socialist Union: Corporatism and Containment,” *The Egypt of Nasser and Sadat: The Political Economy of Two Regimes* (Princeton: Princeton University Press, 1983), pp. 307-332.

Tutorial Debate Topic: Be it resolved that the revolutionary technocratic state was inherently hostile to women and their concerns.

Week Seven:

Tuesday, February 19th lecture
Film to be announced.

Thursday, February 21st lecture [**Test No. 2**]

No tutorials, no debate

Week Eight:

Tuesday, February 26th lecture
Cultures of Nationalism

- Pappé, pp. 163-181 and pp. 207-220.

Tuesday, February 28th lecture
The Losses of 1967

- Courseware: Roland Popp, “Stumbling Decidedly into the Six-Day War,” *The Middle East Journal* (2006), pp. 281-309.
- Courseware: Yvonne Haddad, “Islamists and the ‘Problem of Israel’,” *The Middle East Journal* (1992), pp. 266-285.
- Burke & Yaghoubian: J. Hiltermann, “Abu Jamal: A Palestinian Urban Villager,” 268-280; C. Rothenberg, “Ghada: Village Rebel or Political Protestor?” 319-338; and T. Neuman, “June Leavitt: West Bank Settler,” 387-404.

Tutorial Debate Topic: Be it resolved that cultural elites were complicit with political elites in undermining the democratic potential of Arab revolution.

Week Nine:

Tuesday, March 4th lecture
The Gulf Ascendant

- Pappé, pp. 51-57.
- Courseware: Robert Vitalis, “American Camp,” *America’s Kingdom: Mythmaking on the Saudi Oil Frontier* (Stanford University Press, 2007), 62-87.
- Burke & Yaghoubian: Nels Johnson, “Ahmad: A Kuwaiti Pearl Diver,” 80-88.

Thursday, March 6th lecture
The Migration Revolution

- Courseware: Andrzej Kapiszewski, “De-Arabization in the Gulf,” *Georgetown Journal of International Affairs* (2007), pp. 81-88.
- Courseware: Martin Baldwin-Edwards, “Between a Rock and a Hard Place,” *Review of African Political Economy* (2006), pp. 311-324.

- Burke & Yaghoubian: David McMurray, "Haddou: A Moroccan Migrant Worker," 281-297.
- Burke & Yaghoubian: Michael Provence, "Talal Rizk: A Syrian Engineer in the Gulf," 405-420.

Tutorial Debate Topic: Be it resolved that oil wealth is principally responsible for the rise of the Islamic trend throughout the Arab world.

Week Ten:

Tuesday, March 11th lecture

The Politics of the Family

- Pappé, pp. 155-161.
- Courseware: Diane Singerman, "The Family and Community as Politics: The Popular Sector in Cairo," in Diane Singerman and Homa Hoodfar, eds. *Development, Change, and Gender in Cairo: A View from the Household* (Bloomington: Indiana University Press, 1996), pp. 145-189.
- Burke & Yaghoubian: Baya Gacemi, "Nadia: 'Mother of the Believers,'" 366-386.

Thursday, March 13th lecture

Thinking Beyond Patriarchy

- Pappé, pp. 254-267.
- Courseware: Valentine M. Moghadam, "Patriarchy in Transition: Women and the Changing Family in the Middle East," *Journal of Comparative Family Studies* 35, 2 (Spring 2004), pp. 137-162.
- Burke & Yaghoubian: Julia Clancy-Smith, "The Shaykh and His Daughter: Coping in Colonial Algeria," 119-136.
- Burke & Yaghoubian: Lila Abu-Lughod, "Migdim: Egyptian Bedouin Matriarch," 205-222.

Tutorial Debate Topic: Be it resolved that women are marginal to the political, social, and economic life of the Arab world.

Week Eleven:

Tuesday, March 18th lecture

Theorizing the "Islamic Trend"

- Pappé, pp. 269-288.
- Courseware: Michaëlle L. Browsers, "The Secular Bias in Ideology Studies and the Case of Islamism," *Journal of Political Ideologies* 10, 1 (February 2005), pp. 75-93.
- Burke & Yaghoubian: Abdullah Schleifer, "Izz al-Din al-Qassam: Preacher and Mujahid," 137-151.
- Burke & Yaghoubian: Fanny Colonna, "Nasir: Sa'idi Youth Between Islamism and Agriculture," 301-318.

Thursday, March 20th lecture [**Test No. 3**]

Tutorial Debate Topic: Be it resolved that there exists not one Islam, but rather, a multiplicity of “Islams” in the modern Arab world.

Week Twelve:

Tuesday, March 25th lecture

Sartorial Strategies

- Courseware: Arlene Macleod, “Women’s Symbolic Action: The New Veiling in Lower-Middle-Class Cairo,” *Accommodating Protest: Working Women, the New Veiling, and Change in Cairo* (New York: Columbia University Press, 1991), pp. 97-124.
- Courseware: Lila Abu-Lughod, “Movie Stars and Islamic Moralism in Egypt,” *Social Text* 42 (Spring 1995), pp. 53-67.

Thursday, March 27th lecture

Dictating Development

- Courseware: Ninette Fahmy, “A Culture of Poverty or the Poverty of a Culture?” *The Middle East Journal* 58, 4 (Autumn 2004), pp. 597-611.

Tutorial Debate Topic: Be it resolved that “development” is an inherently ethnocentric notion.

Week Thirteen:

Tuesday, April 1st lecture

From Capital to Crisis

- Pappé, pp. 45-51 and pp. 291-301.

Thursday, April 3rd lecture [**Papers Due**]

Nostalgia for the Nation

- Courseware: Joel Gordon, “Film, Fame, and Public Memory: Egyptian Biopics from *Mustafa Kamil* to *Nasser 56*,” *International Journal of Middle East Studies* 31, 1 (February 1999), pp. 61-79.