Empire, State and Nation in the Middle East
Tuesdays 5:30-8:10pm, Conklin 448

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CLASS DESCRIPTION
This course will analyze the transition from empire to nation-state in modern Middle Eastern history. Concepts of empire, state formation, anti-colonial struggle, and identity will be examined drawing on the examples of Pan-Arab, Turkish, Iranian, Zionist, Egyptian, and Palestinian nationalist thought. Course readings and discussions will consider the rise of nationalism, minorities, migration, and violence associated with the triumph of the nation-state. The course will focus on the periods of late Ottoman Empire and its collapse; the interwar realignment of the international world order and the conceptualizations of “the nation;” the Cold War era “secular” nationalisms; and the rise of politics influenced by religious considerations and models at the turn of the twenty-first century.

LEARNING OUTCOMES
Students in this class will be able to:
• Demonstrate knowledge of the history of the Middle East and situate it within major historical themes in recent world history
• Understand historical factors that have contributed to the development of states, institutions, and values of today’s world.
• Evaluate the historical questions that shaped our present: the legacy of empires, colonialism, nationalism, role of religion in political and social discourse, etc.
• Critically read primary sources, interpret them and understand how they support or contest understanding of a particular topic.

COURSE REQUIREMENTS
ATTENDANCE is mandatory and only 3 excused (documented) absences are allowed before grade is affected. Your success in this class will depend on your preparation and participation in class discussion. Class work cannot be made up – it depends on being in class. Following Rutgers policy, any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Please do not use any electronic devices during class.

No student may record the class in any fashion unless they have written permission from the instructor and the recording device is visible to everyone in the classroom.
**Class Discussion** students are expected to complete the assigned readings before class and be ready to engage in discussion each class.

**Primary Source Analysis** students will select 4 (four) primary documents through the semester and submit an analysis on Blackboard.

**Final Paper and Presentation** will be done in stages. By November 5 students should select a topic for their paper and submit thesis and bibliography. December 3 & 10 will be reserved for presenting and discussing the papers in class. These final comments should be incorporated into the final paper and submitted through Blackboard by December 17.

Written assignments will be graded based on content and accuracy, evidence used to support the analysis and interpretation, grammar, spelling, punctuation, clarity of thinking and writing, organization, and presentation. Paper grading rubric is available on Blackboard.

You are strongly encouraged to make an appointment at the Writing Center: https://www.ncas.rutgers.edu/writingcenter, and receive help with completing your writing assignments.

**Grading**

- Discussion participation 30%
- Primary source analysis 25%
- Presentation 10%
- Final paper 35%

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<thead>
<tr>
<th>Percentage</th>
<th>Grade Description</th>
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<tbody>
<tr>
<td>90-100 %</td>
<td>A (outstanding)</td>
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<tr>
<td>80-89 %</td>
<td>B (above average)</td>
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<tr>
<td>70-79 %</td>
<td>C (comprehension at an appropriate university level)</td>
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<tr>
<td>60-69 %</td>
<td>D (unsatisfactory, barely passing)</td>
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<tr>
<td>Below 60%</td>
<td>F (failure)</td>
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**Academic Integrity**

Principles of academic integrity require that Rutgers University students:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Read entire policy: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Please note: in this matter, ignorance is never an acceptable excuse.

**Disability Services**

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an
intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at odsnewark@newark.rutgers.edu.

SAFE LEARNING ENVIRONMENT

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: http://counseling.newark.rutgers.edu/vpva

REQUIRED TEXTS


Available online through Rutgers Library

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All other readings are available on Blackboard and RU library online and marked with asterisk. * Syllabus is subject to change. The most updated version is on Blackboard.

BACKGROUND READING: Gelvin, Part I; Hanioğlu, Ch. 1, 2, & 3

WEEKLY CLASS PLAN

WEEK 1 The Middle East

September 3
  Gelvin, Part II, Intro and Chs. 5, 6
  Hanioğlu, Ch. 4
  Primary Sources:
  Gelvin, Hatt-i Sharif of Gulhane; Islahat Fermani, The D’Arcy Concession
  Kurzman, Rifa’i al-Tahtawi, ‘Abd al-Qadir al-Jaza’iri, Namik Kemal
  Amin, et al. A manifesto for educational reform in Qajar Iran, 1859

WEEK 2 Islamic modernism

September 10
  Gelvin, Chs. 8,9,10
  Kurzman, Introduction
  Primary Sources:
  Kurzman, Sayyid Jamal al-Din al-Afghani, Answer to Renan (p. 107); Muhammad Rashid Rida

WEEK 3 Hamidian period

September 17
  Hanioğlu, Ch. 5
  McCarthy, Death and Exile/Bulgaria*
  Primary Sources:
  Amin, et.al., Pan-Asianism in the late Ottoman Empire, 1905–1912; Excerpts from Antun al-Gamayyil’s textbook, Al-Fatat wa’l-Bayt (‘The Young Woman and the Home’), 1916

WEEK 4 End of Empire

September 24
  Hanioğlu, Ch. 6
  Michelle Campos, Ottoman Brothers, Intro & Ch.1*
  Primary Sources:
  Esther Azhari Moyal, Our Renaissance*
WEEK 5 Invention of Nation

October 1

Rogers Brubaker, “Aftermath of Empire and the Unmixing of Peoples,” in Barkey and von Hagen, eds., After Empire*

Anderson, Intro, Ch. 3 (and as much as you can read)

Partha Chatterjee, The Nation and Its Fragments, Chapter 1*

Recommended: Hannah Arendt, The Origins of Totalitarianism - “Imperialism”

WEEK 6 Interwar State Building

October 8

Gelvin, Part III, Chs. 11 & 12

Primary Sources:

Gelvin, Resolution of the Syrian General Congress at Damascus, 1919

Amin, et.al., Wahhabi ulama and the state in Saudi Arabia, 1927; The rise of mass doctrinal parties: the program of Hasan al-Banna and the Muslim Brotherhood, 1936

WEEK 7 Middle East Nationalisms

October 15

Gelvin, 13

Reeva S. Simon, “The Imposition of Nationalism on a Non-Nation State: The Case of Iraq During the Interwar Period, 1921-1941” in Rethinking Nationalism in the Arab Middle East*

Primary Sources:

Kurzman, Halide Edib Adivar

Amin, et.al., The population as a national economic resource: an Iranian press article, 1937

WEEK 8 New World Order

October 22

Mark Mazower, Governing the World: The History of an Idea – The League of Nations*

Benjamin White, “Minorities, Majorities and the Writing of History” In The Emergence of Minorities in the Middle East: The Politics of Community in French Mandate Syria (Edinburgh University Press, 2011).*

Shields, The Greek-Turkish Population Exchange: Internationally Administered Ethnic Cleansing*

Primary Sources:

Convention Concerning the Exchange of Greek and Turkish Populations signed at Lausanne: http://www.hri.org/docs/straits/exchange.html

WEEK 9 Creation of Israel

October 29

Gelvin, Ch. 14

**Primary Sources:**
- Gelvin, The Balfour Declaration, Theodor Herzl, A solution of the Jewish Question
- UN Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) Photo and Film Archive [https://www.unrwa.org/photo-and-film-archive](https://www.unrwa.org/photo-and-film-archive)

**WEEK 10 Socialisms and Nationalisms in the Cold War Era**

**November 5**
- Gelvin, Part IV, Chs. 15, 16, 17
- **Primary Sources:**
  - Gelvin, Gamal ‘Abd al Nasser’s speech at Port Said on Victory Day, 1961; Zakaria Tamer, Tigers on the Tenth Day
  - Michel Aflaq, In Memory of the Arab Prophet, [http://albaath.online.fr/English/Aflaq-00-In-Memory-of-the-Arab-Prophet.htm](http://albaath.online.fr/English/Aflaq-00-In-Memory-of-the-Arab-Prophet.htm)
  - CIA Confirms Role in 1953 Iran Coup, [https://nsarchive2.gwu.edu/NSAEBB/NSAEBB435/](https://nsarchive2.gwu.edu/NSAEBB/NSAEBB435/)

**WEEK 11 Disillusionment**

**November 12**
- Gelvin, Ch 18, 19 and Conclusion
- **Primary Sources:**
  - Gelvin, Sayyid Qutb, Ayatollah Khomeini

**WEEK 12 Post-National Directions**

**November 19**

**WEEK 13**

**November 26**
- **NO CLASS**

**WEEK 14 & 15**

**December 3 & 10**
- Presentations and Discussion

**FINAL due on Blackboard - DECEMBER 17**