

History 1602-10: Middle East II
Summer Session I: June 2, 2025 – July 3, 2025
MTWR, 8:30-10:30 am

Instructor: Mary Tezak
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Office Hours: TBA



Eşref Üren, Buğday Yıkayan Kadınlar (Women Washing Wheat), Ağrı, 1944
Harita Genel Müdürlüğü Haritacılık Müzesi

COURSE DESCRIPTION

One glance at a major U.S. news source over the past decade will leave a reader with certain impressions of the Middle East and North Africa, driven by the perspective of war, occupation, and international trade in the region over the years. A closer look at this history, however, changes our understandings of this region – and even challenges our understandings of “what” and “where” the Middle East is. By learning about the history of the Modern Middle East, beginning with the reforms of the Ottoman Empire, we work to understand how the contemporary came to be and how people in the region understand its history. This course traces the histories of empire, revolution, and nation-state formation in the Middle East and North Africa from the late-eighteenth century to the twenty-first century. Engaging with both primary

and secondary sources, students will learn about pivotal moments in the history of the region, including the Tanzimat reforms, World War I, Sykes-Picot and border formation, the 1948 Arab-Israeli War, the Iranian Revolution, the Algerian War of Independence, the Iranian Revolution, and the Arab Spring. Coursework involves regular lectures, discussions, and creative assignments to familiarize students with the period and key questions in its history.

COURSE AIMS

To interrogate our understandings and (mis)conceptions about what, when, and where makes the “Middle East” as a region.

To be able to describe and analyze the events and factors that led to the collapse of the Ottoman Empire during and after World War I and question whether collapse was inevitable.

To understand that each case study we address in this course might be contextualized by broader global influences in that historical moment and to be able to draw parallels and analyze these events as important and unique, but not necessarily exceptional.

To better learn and apply to tools and techniques that historians use when writing histories of different places. In doing so, to be able to better understand how varied readings of primary sources and a historian’s own positionality may affect the subsequent analysis.

ASSESSMENT

Attendance and Participation: 25% (100 points)

Attendance and participation are both crucial requirements in this course. Completing the readings prior to class each day and coming ready to listen and participate thoughtfully in discussion will lead to success in understanding this survey history of the region. You will receive no more than 45 pages of reading a night, generally closer to 30. I have limited the reading because I expect you to complete your nightly readings, and I want it to be manageable. If it is clear that you have not read, you will receive an automatic 50% for that day’s participation grade.

I understand that some students are not comfortable speaking in class and may come from different educational contexts where discussion is not a primary grading metric. If you do not feel equipped to speak in class, please let me know. We can come up with a solution that works for you.

Students are permitted one absence each with no explanation or excuse. After that, each unexcused absence will lead to a 10% deduction from your attendance and participation grade. Excused absences are permitted with proper documentation. You can acquire proper documentation from a doctor and/or a dean, but it must be for the day you are absent. For

example, if you have a family emergency and need to leave town, your dean may excuse you, but they must specify for which days you are excused.

Halfway through the semester, each student will evaluate their own participation using a rubric I provide in class. I will also fill out a midterm participation rubric for you and assign a grade after reviewing both rubrics. This will serve as the signpost for your participation grade for the rest of the semester.

Two short essays (500-1000 words each): 25% (100 points)

Throughout the course of these five weeks, you will write two short essays that analyze at least one primary and one secondary source we have reviewed that week. Each essay must be longer than 500 words. A good length is anywhere from 500-1000 words. You must submit your essay on the last day of the week that we reviewed those sources. You can choose which weeks you want to work on these assignments, but you may not use sources in your weekly essay from previous weeks. You will find a detailed rubric on Canvas for this essay, and we will review ways to analyze primary and secondary sources in class to prepare you. Essays must use proper Chicago-style citations (footnotes). You may not use short-hand citations to reference sources. If you have questions about citations, consult the [Chicago Manual of Style](#) or meet with me directly.

For the purposes of these writing assignments, you may not use ChatGPT or any artificial intelligence program to write. You may use these resources to outline your ideas and review your grammar. If you use a digital resource in your essay, you must document it using the AI Honesty & Accountability Form on Canvas.

Four Weekly Creative History Assignments: 25% (100 points)

I believe that everyone learns differently and has different strengths in academic settings. To that end, our weekly assignments will vary to help you develop new skills and showcase your strengths. We will review the weekly assignment each Monday before the end of class. I will provide necessary tools in class and on Canvas to prepare you to complete the assignment to the best of your ability. Each assignment is due on the last day of class that week. I will post rubrics for each assignment to Canvas. The assignments are listed here and in more detail on each week of the syllabus:

Week 1: Presentations

Week 2: Photo essays

Week 3: Story Maps and an introduction to GIS

Week 4: Multimedia analysis

Final Exam: 25% (100 points)

Our final exam will be in class. Half of the exam will consist of multiple choice and fill-in-the-blank questions. The second half of the exam will be a series of short essay questions that you will answer using the analytical skills you have learned throughout the course. You will write these answers in a blue book on the day of the exam. If you require any accommodations for this evaluation, I am more than happy to work with you to build an environment for success. Please be sure to let me know in advance and to contact the Academic Resource Center for other necessary steps.

GRADING SCALE (out for 100% or 400 points)

A-: 90-93
A: 94-100
B-: 80-82
B: 83-86
B+: 87-89
C-: 70-72
C: 73-76
C+: 77-78
F: below 60
D: 60-66
D+: 67-69

UNIVERSITY POLICIES

Honor Code

All assignments must be completed in the spirit of Georgetown's honor pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

To be honest in every academic endeavor, and

To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.

Plagiarism, using AI and other online resources without proper documentation, and cheating are all violations of the university honor code. Remember, always cite! When in doubt, ask me. We will review plagiarism, AI policies, and citation techniques on the first day of class. I expect you to apply these learnings throughout the semester. I will report any violation of the honor code to the university honor council.

Sexual Misconduct

Georgetown University and its faculty and staff are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. Please note that the student is not required to meet with the Title IX coordinator and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services: Sexual Assault Response and Prevention: sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

Georgetown Self-Care Resource Guide: <https://studenthealth.georgetown.edu/health-promotion/self-care/>

Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>

Georgetown Guide to Recognizing Students in Distress:

<https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6): <https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

WEEK 1 – Making the Middle East Before the Nineteenth Century

Monday, June 2

Lecture: What is the Middle East?

Video: [“Edward Said: ‘On Orientalism’”](#)

Readings:

Rashid Khalidi, “The ‘Middle East’ as a Framework of Analysis: Re-Mapping a Region in the Era of Globalization,” pp. 74-80 [Canvas]

Zachary Lockman, “Islam, the West, and the rest” in *Contending Visions of the Middle East*, pp. 38-65 [Canvas]

Total Reading: 33 pages

Fiction as a Source (read together, in class):

Alifa Rifaat, “Distance View of a Minaret” [Canvas]

Tuesday, June 3

Lecture: The Ottoman Empire Before the Age of Empire

Readings:

James Gelvin, “War, Diplomacy, and the New Global Balance of Power” in *The Modern Middle East*, pp. 42-56

Aron Rodrigue, “Difference and Tolerance in the Ottoman Empire,” interview by Nancy Reynolds, pp. 81-90 [Canvas]

Total Reading: 23 pages

Primary Sources (read together, in class):

Julia Phillips Cohen and Sarah Abrevaya Stein, “A Muslim Intellectual on the Emancipation of Ottoman Non-Muslims {1856}” and “The Ottoman Chief Rabbi’s Ambivalent Response to the Proclamation of Jewish Equality {1856},” pp. 120-122

Wednesday, June 4

Lecture: Transitions in Iran, Egypt, and North Africa

Readings:

Gelvin, “Defensive Developmentalism” in *The Modern Middle East*, pp. 70-87

Camille Lyans Cole, excerpts from “The Ottoman Model: Basra and the Making of Qajar Reform, 1881-1889,” pp. 1024-1036 [Canvas]

Total Reading: 29 pages

Primary Source (read together, in class):

The Earl of Cromer, *Modern Egypt (1908)*, pp. 4-8

Thursday, June 5

Lecture: Colonialism in North Africa

Readings:

Judith Tucker, “Introduction” in *Women in Nineteenth Century Egypt*, pp. 1-16 [Canvas]

William Granara, “The Mediterranean in Colonial North African Literature,” pp. 175-199 [Canvas]

Total Reading: 39 pages

Creative History Assignment: Presentations

You will choose from one of the following presentation topics on the first day of class. I will provide additional reading recommendations to help inform your presentations. These do not need to be – and indeed cannot be – all-inclusive. The purpose of these presentations is to gain familiarity with reading about a topic and teaching it to your peers. We will dive into these topics in-depth the following week, and your presentation knowledge will lay the groundwork for that learning.

Presentation Topics:

The Deed of Agreement

The Damascus Affair

The Hamidian Era

Circassian Migration into Anatolia

WEEK 2 – The Long Nineteenth Century

Monday, June 9

Lecture: Political Transformations in the Nineteenth Century

Readings:

James Gelvin, "Imperialism" in *The Modern Middle East*, pp. 89-104

Frederick Anscombe, excerpts from "The Balkan Revolutionary Age," pp. 572-585
[Canvas]

Ali Akyıldız and M. Şükrü Hanioglu, "Negotiating the power of the sultan: the Ottoman Sened-i İttifak (Deed of Agreement)," 1808, pp. 22-30 [Canvas]

Total Reading: 36 pages

Primary Source (read together, in class):

"Commercial Convention/Balta Liman" and "The Hatt-i Sharif of Gulhane" (Gelvin), 166-169.

Tuesday, June 10

Lecture: Social and Cultural Transformations in the Nineteenth Century

Readings:

Vladimir Hamed-Troyansky, "Circassian Refugees and the Making of Amman," pp. 605-623

Nora Lessersohn, "An Armenian Shoemaker's Memoir," pp. 528-556

Total Reading: 46 pages

Primary Source (read together, in class):

Photo Essay in Gelvin, pp. 115-138

Wednesday, June 11

Lecture: Political Movements in a Changing World

Lecture Readings:

James Gelvin, "Secularism and Modernity" in *The Modern Middle East*, pp. 151-158

Elizabeth Thompson, "Ahmad Urabi and Nazem al-Islam Kermani" in *Justice Interrupted*, pp. 61-88

Total Reading: 34 pages

Primary Source (read together, in class):

Sarah Gualtieri, “Should a woman demand all the rights of a man?” From the Cairo periodical, *Al-Hilal*, 1894,” in Amin et al. (eds.), *The Modern Middle East*, pp.174-177

Thursday, June 12

Lecture: Constitutions and Constitutionalism

Readings:

James Gelvin, “Constitutionalism” in *The Modern Middle East*, pp. 158-165

Mary C. Wilson, “The Damascus Affair and the Beginnings of France’s Empire in the Middle East,” in *Histories of the Modern Middle East: New Directions*, 63-74

Total Reading: 28 pages

Creative History Assignment: Photo Essays

Using sources available to you through the Library of Congress and other archives, as I showed you in class on Monday, create a photo essay reflecting aspects of life in parts of the Middle East during the nineteenth century. You will have one hour in class to finalize these projects. Each photo essay must include at least 6 photos with captions explaining their significance to our learning this week.

WEEK 3 – World War I and its Aftermath

Monday, June 16

Lecture: World War I

Readings:

Mustafa Aksakal, “The Ottoman Empire” in *Empire at War: 1911-1923*, pp. 459-474

James Gelvin, “World War I and the Middle East State System” in *The Modern Middle East*, pp. 189-192

Primary Source (read together, in class):

Salim Tamari, Excerpts from *The Diary of Ihsan Turjman*, pp. 90-160

Total Reading: 25 pages

Tuesday, June 17

Lecture: Making States and Sovereignty

Lecture Readings:

James Gelvin, “State-Building by Decree” and “State-Building by Revolution and Conquest,” in *The Modern Middle East*, pp. 193-221

Discussion Readings:

Abbas Vali, “The Crisis of Sovereignty, Ruptured Domination, and the Kurdish Quest for Democratic Self-Government in Syria,” pp. 649-665

Total Reading: 38 pages

Primary Source (read together, in class):

James Gelvin, “Resolution of the Syrian General Congress at Damascus” in *The Modern Middle East*, pp. 254-255

Wednesday, June 18

Lecture: Visions of the Future

Readings:

Elizabeth Thompson, “Revolt: The Rise of Subaltern Movements” in *Colonial Citizens*, pp. 91-111

Total Reading: 20 pages

Creative History Assignment: StoryMaps

We will spend class reading and analyzing excerpts from the below pieces. Your assignment will be to take two of the documents and map those visions of the future onto a StoryMap. We will work on these skills during class.

The Huseyn-McMahon Correspondence, 14 July 1915-10 March 1916; The Sykes-Picot Agreement, 26 April-23 October 1916; The Balfour Declaration, 4 June-2 November 1917; Political Clauses of the Treaty of Sèvres, 10 August 1920; The Zionist Organization’s Memorandum to the Peace Conference, 3 February 1919; Resolution of the Syrian General Congress, 2 July 1919; The Turkish National Pact, 28 January 1920.

Thursday, June 19 - No class, Juneteenth

WEEK 4 – Independence(s) and Mandates

Monday, June 23

Lecture: What became of the Ottoman Empire?

Lecture Readings:

James Gelvin, *The Modern Middle East*, pp. 207-221

Discussion Readings:

Lerna Ekmekçioğlu, "A Climate for Abduction, a Climate for Redemption: The Politics of inclusion during and After the Armenian Genocide." 522-553.

Total Readings: 44 pages

Primary Source (read together, in class)

Christine Philliou, "When the Clock Strikes Twelve: The Inception of an Ottoman Past in Early Republican Turkey," pp. 172-182

Tuesday, June 24

Lecture: What did it mean to be a mandate?

Lecture Readings:

Gelvin, *The Modern Middle East*, pp. 193-206 and pp. 232-239

Sara Pursley, "Sovereignty, Violence, and the Dual Mandate" in *Familiar Futures*, pp. 31-55

Total Reading: 39 pages

Primary Source (read together, in class):

TBD

Wednesday, June 25

Lecture: Palestine Under Mandate

Readings:

James Gelvin, "The Origins of the Israeli-Palestinian Dispute" in *The Modern Middle East*, pp. 232-250

Rebecca Stein, "Traveling Zion: Hiking and Settler-Nationalism in Pre-1948 Palestine," pp. 334-351.

Total Reading: 35 pages

Primary Source (read together, in class):

TBD

Thursday, June 26

Lecture: Palestine: 1948-1967

Readings:

Shay Hazkani, "The Violence of Victory and the Violence of Defeat" from *Dear Palestine*, pp.140-175.

Eugene Rogan, *The Arabs: A History*, pp. 333-354

Total Reading: 47 pages

Primary Source

A.J. Liebling, "Letter from Gaza: Life in the Gaza Strip." *The New Yorker*. 16 March 1957

Creative History Assignment: Multimedia Histories

How can we learn about or tell histories outside of writing? What movies, clips, social media posts, songs, and other mediums inform our understandings of place? Using the themes from this week, find two multimedia pieces that speak to the topics we have discussed and learned. Posting these on Canvas, analyze the multimedia within a historical context and share what speaks to you.

WEEK 5 - The Contemporary Middle East

Monday, June 30

Lecture: State-Building and Independence

Readings:

Toby Jones, "State of Nature: Politics of Water in the Making of Saudi Arabia," 231-50
Noylan, excerpt from Ch. 7 "The Decolonization of North Africa," 179-192

Total Reading: 32 pages

Primary Source (read together, in class):

Gelvin, pp. 365-274

Tuesday, July 1

Lecture: Social and Cultural Movements of the Twentieth Century

Lecture Readings:

Kenan Behzat Sharpe, "Poetry, Rock 'n' Roll, and Cinema in Turkey's 1960s," pp. 353-378

Christopher Silver, "The Sounds of Nationalism: Music, Moroccanism, and the Making of Samy ElMaghribi," pp.

Total Reading: 35 pages

Primary Source:

Excerpt from Mokhtar Mokhtefi, *I Was a French Muslim: Memories of an Algerian Freedom Fighter* (2021)

Wednesday, July 2

Lecture: The Iranian Revolution

Readings:

- Gelvin, Ch. 18 "Resistance": 324-335.
- Elizabeth Thompson, excerpt from Ch. 10 "Sayyid Qutb and Ali Shariati," from *Justice Interrupted* (2013): 275-277, 285-298.

Total Reading: 26 pages

Primary Source (read together, in class):

Thursday, June 3

Final Exam