Introduction to the Middle East in the Modern Period
The Lester and Sally Entin Faculty of the Humanities
TAU International
Fall Semester 2020

Instructor: Brandon Friedman, PhD - brandon1@tauex.tau.ac.il
Office: The Gilman Building, Room 421.
Office Hours: (TBA & by appointment)
Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)
This course aims to introduce students to the Middle East from the late Ottoman period until the present. The course will cover some of the major political, social, economic, and cultural themes and transformations in the region, including but not limited to: the period of Ottoman reform (Tanzimat), Islamic Modernism, The Wahhabi movement, the Constitutional Revolution in Iran, The First World War in the Middle East, the rise of territorial states and the period of independence, sectarian politics, various forms of nationalism, inter-Arab politics, the Muslim Brotherhood, the Israeli-Palestinian conflict, the 1978-9 Iranian Revolution, the Islamic revival and the salafi-jihadi phenomenon, and the Arab Spring. The course is meant to introduce students to the region’s religions (Christianity, Islam, Judaism, Druze, Ezidi, etc.), peoples (Arab, Kurdish, Turk, Persian, Jewish), and geography by studying them through the processes of historical change.

Course Requirements and Expectations
This course does not require you to memorize dates, names, or places. I will use PowerPoint throughout the semester, but you should not spend your time in class trying to summarize or copy what is in the PowerPoint slides. Instead, you should do the readings before class, engage with the instructor during the lecture, and actively take notes based on the issues raised or discussed in class. In that way, you will be engaging with the course materials three times: first, while reading the material at home; second, while listening to it in class; and, third, while summarizing (synthesizing) the discussion in class.

You are expected to attend each class, prepare yourself to participate in class discussions, and make a reasonable effort to join class discussions or ask questions. You are also expected to actively prepare readings before class meetings. At a minimum, this means you are responsible for identifying each reading’s main argument/hypothesis and assessing whether the author has convincingly supported his/her argument/hypothesis based on how he/she has supported his/her argument with sources.
Learning Outcomes
This course will help us understand how peoples and societies in the Middle East have behaved across time. It will introduce students to complex socio-political processes of change in the relationships between state and society in the region. Some of the skills students will develop: (1) how to interpret statements of past political leaders; (2) how to integrate conflicting sources of information; (3) how to evaluate conflicting interpretations of the past; (4) how to analyze the magnitude and significance of change; and, (5) how to identify continuities over time.

Evaluation Criteria
Attendance and Class Participation – 15%
Mid-term assignment – 15%
Final take home exam – 70%

Course Schedule and Readings

1. What is the Middle East?
   - Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 1-20.

2. What is the Modern Period?

3. The Tanzimat and the Wahhabi Mission
• Asher Susser and Duygu Atlas, The Emergence of the Modern Middle East (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 21-38.


• Caroline Finkel, Osman’s Dream (J. Murray, 2005), Chapter 14.


4. Islamic Modernism: al-Afghani and ‘Abduh


MID-TERM ASSIGNMENT DISTRIBUTED (due three weeks later)

5. Sectarian Conflict in Greater Syria

• Asher Susser and Duygu Atlas, The Emergence of the Modern Middle East (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 47-64.


• Ussama Makdisi, Age of Coexistence (University of California Press, 2019), pp. 54-74.

6-7. World War I and New States

• Adeed Dawisha, Arab Nationalism in the Twentieth Century: From Triumph to Despair (Princeton University Press, 2002), Introduction.
8. Ataturk and Reza Shah after World War I

- Ervand Abrahamian, A History of Modern Iran (Cambridge University Press, 2008), Chapter 3.

9. Hasan al-Banna and the Muslim Brotherhood in Egypt


10. Mossadegh: Iran and Oil Nationalization

- Ervand Abrahamian, A History of Modern Iran (Cambridge University Press, 2008), Chapter 4.

11-12. Nasser and Politics of Arab Nationalism
13-14. The June 1967 Six Day War and the End of Arab Nationalism


15. Kurdish Nationalism


16. The Lebanese Civil War


17. The Iranian Revolution of 1978-1979


18. Salafism


19-20. Israel, Jordan, and Palestine


- Asher Susser, Jordan - In the Maze of Tribalism, Jordanianism, Palestinianism and Islam (Moshe Dayan Center, 2008).


- Matti Steinberg, *In Search of Modern Palestinian Nationhood* (Moshe Dayan Center, 2016), Chapters 14 and 16.


21-22. A Decade after the 2011 Arab Spring uprisings


Instructor Biography

Brandon Friedman, PhD, is the Director of Research at the Moshe Dayan Center for Middle East and African Studies at Tel Aviv University. Brandon is also the Managing Editor of the Dayan
Center’s journal *Bustan: The Middle East Book Review*. His research interests include contemporary Middle East geopolitical and historical analysis, the history of nuclear weapons in the Middle East, and the modern history of Saudi Arabia and the United Arab Emirates. Brandon’s doctoral research focused on the political relations between the rulers of the Persian Gulf littoral during the period of British military withdrawal from the region (1968 to 1971). He reads Arabic and Persian.

**TAU International Academic Guidelines**

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook posted here at all times. Below is a summary of some of these relevant policies and procedures.

**Learning Accommodations**

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student’s home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

**In-Class Exams**

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student’s responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes...
depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

**TAU International Absence Policy**

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor’s note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

**Grade Appeals**

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).