

## Introduction to the Middle East in the Modern Period

The Lester and Sally Entin Faculty of the Humanities  
TAU International  
Fall Semester 2020

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**Instructor:** Brandon Friedman, PhD - [brandon1@tauex.tau.ac.il](mailto: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.

### Tel Aviv University International

Carter Building, Room 108, Tel Aviv 6997801, Israel

Tel: +972-3-640-8118 Fax: +972-3-6409582

[www.international.tau.ac.il](http://www.international.tau.ac.il)



### 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.
- William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 40-60.
- Nikki Keddie, "Is There a Middle East?" *International Journal of Middle East Studies* 4:3 (July 1973), 255-271.
- Bernard Lewis, "The map of the Middle East; a guide for the perplexed," *American Scholar* 58:1 (1989), 19-38.

#### 2. *What is the Modern Period?*

- Dror Ze'evi, "Back to Napoleon? Thoughts on the Beginning of the Modern Era in the Middle East," *Mediterranean Historical Review* 19:1 (2004), 73-94.
- John Darwin, *After Tamerlane: The Global History of Empire since 1405* (London, Allen Lane, 2007), pp. 73-87

#### 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.
- William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 61-98.
- Caroline Finkel, *Osman's Dream* (J. Murray, 2005), Chapter 14.
- Khalid al-Dakhil, "Wahhabism as an Ideology of State Formation," in *Religion and Politics in Saudi Arabia: Wahhabism and the State* (Lynne Rienner, 2009).
- David Commins, "Contestation and Authority in Wahhabi Polemics," in *Religion and Politics in Saudi Arabia: Wahhabism and the State* (Lynne Rienner, 2009).

#### **4. Islamic Modernism: al-Afghani and 'Abduh**

- Albert Hourani, *Arabic Thought in the Liberal Age, 1789 – 1939* (Cambridge, 1983), pp. 103-192.
- Yvonne Haddad, "Muhammad Abduh: Pioneer of Islamic Reform," in *Pioneers of Islamic Revival* (London and New Jersey, Zed Books, 1994), Ali Rahnema, ed., pp. 30-60.

### **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.
- William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), 99-124.
- Ussama Makdisi, *The Culture of Sectarianism : Community, History, and Violence in Nineteenth-Century Ottoman Lebanon* (University of California Press, 2000), 30-95.
- 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.



- Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 77-114.
- Michael Eppel, *A People Without A State* (University of Texas Press, 2016), pp.109-136.
- Mayir Verate, "The Balfour Declaration and Its Makers," in *From Palmerston to Balfour: The Collected Essays of Mayir Verete* (Portland, OR: Frank Cass, 1992), Norman Rose, ed., 1-38.

### **8. Ataturk and Reza Shah after World War I**

- Serif Mardin, "Religion and Secularism in Turkey," in *Ataturk: Founder of a Modern State* (London: C. Hurst, 1981), Ali Kazancigil and Ergun Ozbudun, eds., pp. 191-219.
- William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 164-174.
- Ervand Abrahamian, *A History of Modern Iran* (Cambridge University Press, 2008), Chapter 3.

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

- Brynjar Lia, *The Society of the Muslims Brothers in Egypt: The Rise of an Islamic Mass Movement, 1928 to 1942* (Ithaca Press, 1998), Chapter 2.
- David Commins, "Hasan al-Banna," in *Pioneers of Islamic Revival* (London: Zed Books, 1994), Ali Rahnema, eds., pp.125-153

### **10. Mossadegh: Iran and Oil Nationalization**

- Ervand Abrahamian, "The 1953 Coup in Iran," *Science & Society* 65:2 (Summer 2001), 182-215.
- Ervand Abrahamian, *A History of Modern Iran* (Cambridge University Press, 2008), Chapter 4.
- Fakhreddin Azimi, "The reconciliation of politics and ethics; nationalism and democracy: an overview of the political career of Dr Muhammad Mussadiq," in *Mussadiq, Iranian Nationalism, and Oil* (London: I.B. Tauris, Ltd.), W. Roger Louis and James Bill, eds., 47-68.

### **11-12. Nasser and Politics of Arab Nationalism**



- Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair* (Princeton University Press, 2002), Chapters 4-9.

### **13-14. The June 1967 Six Day War and the End of Arab Nationalism**

- Charles Yost, "The Arab Israeli War: How It Began," *Foreign Affairs* 46: 2 (January 1968).
- Galia, Golan, "The Soviet Union and the Outbreak of the June 1967 Six Day War," *Journal of Cold War Studies* 8:1 (Winter 2006), 3-19.
- Moshe Gat, "Nasser and the Six Day War, 5 June 1967: A Premeditated Strategy or An Inexorable Drift to War?," *Israel Affairs* 11:4 (Winter 2005), 608-635.
- Fouad Ajami, "The End of Pan-Arabism," *Foreign Affairs* (Winter 1978/1979).
- Fouad Ajami, *The Arab Predicament* (Canto Edition, 1992), pp. 1-77.
- David Holden, "The Persian Gulf: After the British Raj," *Foreign Affairs*, July 1971, 721-735.

### **15. Kurdish Nationalism**

- Ofra Bengio, *The Kurds of Iraq: Building a State Within a State* (Boulder and London: Lynne Rienner Publishers, 2012), pp. 1-17.

### **16. The Lebanese Civil War**

- Itamar Rabinovich, *The War for Lebanon, 1970–1985* (Cornell University Press, 1985) Chapters 2, 5.
- Kamal Salibi, *Crossroads to Civil War: Lebanon 1958-1976* (Caravan Books, 1976), Chapters 4-8.

### **17. The Iranian Revolution of 1978-1979**

- Shaul Bakhash, "Khomeini: The 'Idol Smasher'," in *The Reign of the Ayatollahs: Iran and the Islamic Revolution* (Basic Books, 1990), pp. 19-51.
- Misagh Parsa, "Ideology and Political Action in the Iranian Revolution," *Comparative Studies of South Asia, Africa, and the Middle East* 31:1 (2011).

### **FINAL TAKE HOME EXAM ASSIGNMENT DISTRIBUTED**



## 18. *Salafism*

- Quintan Wiktorowicz, *Anatomy of the Salafi Movement*, Studies in Conflict & Terrorism, (2006) 29:207–239.
- Roel Meijer, "Introduction," *Global Salafism: Islam's New Religious Movement* (London: Hurst & Company, 2009), pp. 1-29.
- Thomas Hegghammer and Stephane Lacroix, "Rejectionist Islamism in Saudi Arabia: The Story of Juhayman al-'Utaybi Revisited," *IJMES* 39 (2007), 103-122.
- Stephane Lacroix, *Awakening Islam: The Politics of Religious Dissent in Contemporary Saudi Arabia* (Harvard University Press, 2011), Chapter 2.

## 19-20. *Israel, Jordan, and Palestine*

- Asher Susser, *Israel, Jordan, and Palestine: The Two State Imperative* (Brandeis University Press, 2010), Chapters 2,3,7.
- Asher Susser, *Jordan - In the Maze of Tribalism, Jordanianism, Palestinianism and Islam* (Moshe Dayan Center, 2008).
- Rashid Khalidi, *Palestinian identity: the construction of modern national consciousness* (Columbia University Press, 1997).
- Itamar Rabinovich, *The Lingering Conflict: Israel, The Arabs, and the Middle East 1948 - 2012* (Brookings Institution Press, 2011) Chapter 1 and 2.
- Matti Steinberg, *In Search of Modern Palestinian Nationhood* (Moshe Dayan Center, 2016), Chapters 14 and 16.
- Meir Litvak, "The Islamization of the Palestinian-Israeli Conflict: The case of Hamas," *Middle Eastern Studies*; Jan 1998; 34,1.

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

- James Gelvin, *The Arab Uprisings: What Everyone Needs to Know* (Oxford University Press, 2011).

## 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](#).

