One hundred years ago, the borders of modern Middle Eastern states did not exist. With the conclusion of World War I in 1918, however, the European powers divided up the territories of the former Ottoman Empire and created new borders, new states – and new conflicts. Beginning c. 1918, we will explore the development of each Middle Eastern country’s unique identity and history and how Middle Eastern countries interact with one another, and with the outside world, today. In this context we will explore the differences between Sunnis and Shiis, Middle Eastern minorities such as Druze, Christians, Alawis, and Ismailis, and the differences between Arabs, Turks, Persians and Kurds. The role of oil, the emergence of the Arab-Israeli conflict, the growth and development of political Islam, and the causes and effects of the turmoil in the Arab world, Iran, and Turkey in the last several years will all be considered as part of this class. The class will include extensive readings, lectures, and class discussions, and relevant video footage will be used to illuminate the region’s unique history and political style.

Special attention will be given to ethnic and/or religious minorities in each Middle Eastern country under investigation in this class. We will use a textbook, William L. Cleveland and Martin P. Bunton’s *A History of the Modern Middle East* (Westview Press, 2012- 5th edition) as well as a variety of articles from academic journals and chapters from books. Newspaper and/or magazine articles of contemporary significance and relevance will be suggested as well as we approach a particular week’s assignment.

As the semester progresses inevitably more time is spent on certain topics, and less so on others. This means that some times we will not stick precisely to the syllabus as currently constituted; we may spend more time on a particular country than intended based on student interest as well as based on the course of contemporary events. Thus the syllabus may be slightly adjusted to reflect such minor changes as the semester unfolds. This is to be expected and you will always be informed of any changes several weeks before they happen.

Class requirements will include 2 papers of about 5-7 pages each, a final exam, and class participation. Attendance in class is important and you are strongly encouraged to attend every class, if possible. Since it’s the summer office hours are pretty informal and we can meet right after class, for as long as you like or need, or by appointment.

Your grade will be computed on the following basis: two papers of about 5-7 pages each, a short answer final exam on the last day of class (August 10), and class participation. Each paper will be worth 25% of the grade, the final exam is worth 30% of the final grade, and class participation is worth 20% of your final grade.
Paper topics: you will be asked to compare and contrast key developments in the state formation of multiple Middle Eastern countries. Here are the paper topics:

1). **Paper 1 (Due Sunday, July 23, by 8 pm)** – After the election of Recip Teyip Erdogan in 2002, Turkey began a process of diminishing many of the secular reforms established by Turkey’s republican founder, Mustafa Kemal Ataturk. But Ataturk’s remarkable transformation of Turkey into a secular country between 1923-1938 had a lasting impact on Turkey and the broader Middle East. Iran under Reza Shah went through a similar process of secularization between 1925 and 1941. Please compare and contrast the initiatives Ataturk and Reza Shah undertook in order to transform their respective citizenries into Turkish and Iranian nationalists. In order to illustrate the effectiveness of the reforms they made, however, please reflect briefly on events that took place in their countries after their rule came to an end.

2). **Paper 2 (Due Tuesday, August 1, by 11:59 pm)** – What similarities and differences do you see between Egypt and Syria in terms of geography, religion and ethnicity, and the governmental structures that have evolved in these two countries? You will want to focus on the majority and minority populations in both countries and assess how both have been included and excluded from the centers of power.

Papers should be double-spaced and in 12 point format. Essays should include citations from the assigned sources – the Cleveland and Bunton book, the assigned articles, and class lectures. You may also choose to consult additional articles from peer-reviewed academic journals or book chapters from reputable academic presses. When in doubt, please consult with me. When citing class lectures, please provide the date of the lecture as well as the lecturer’s name.

Our main text will be William L. Cleveland and Martin P. Bunton’s *A History of the Modern Middle East* (Brandeis E-brary, listed as 2013 in library catalogue, you will see when you open the book it is listed as published on December 4, 2012).

It is highly recommended to keep up with news about the contemporary Middle East. Articles will be discussed in class on a regular basis. Some newspapers/websites to keep track of might include The New York Times and the Washington Post from the U.S., The Daily Star (Lebanon), Al-Ahram (Egypt), and Ha’aretz and the Jerusalem Post (Israel). There are, of course, many others as well.

The Middle East news site “Al-Monitor” is highly recommended.

**Week 1 – July 10, 11, 13 – Introducing the Modern Middle East, World War I, and begin Modern Turkey**

**Readings:**

1). Cleveland and Bunton, pp. 4-17, 137-158 (2013 ebrary version)


4). Please get a head start and begin reading on Turkey and Iran for the following week; your first paper is due on Friday June 16 – the end of week 2!

**Week 2 – July 17, 18, and 20 – Turkey and Iran**

**Readings on Turkey:**

1). Cleveland and Bunton, (on Turkey) – pp. 159-171, 255-267, 487-494


**Recommended:**

1). Soner Cagaptay, "Race, Assimilation, and Kemalism: Turkish Nationalism and the Minorities in the 1930s," *Middle Eastern Studies* (40:3), 2004


**Readings on Iran:**
1). Cleveland and Bunton (On Iran) - pp. 171-178, 267-279, 347-368, 494-500, 516-521


**Recommended:**


**Week 3 – July 24, 25, 27 – Egypt, Syria, and Lebanon**

**Egypt - Readings:**


**Recommended:**


3). Gamal Nassar, “Coup in Turkey and Egypt: Internal and External Dynamics,” *Insight Turkey*, 18:3 (Summer 2016), 55-69
**Syria**

**Readings:**

1). Cleveland and Bunton – (On Syria) – 201-208, 301-304, 414-424, 531-533

**Recommended:**

1). Michael Provence, *The Great Syrian Revolt and the Rise of Arab Nationalism* (University of Texas Press, 2005), chapter 3, "Mobilizing the Mountain" (online access through Brandeis University Library)


**Recommended:**


**Lebanon**

**Readings:**


**Recommended:**


3). Joseph Daher, “Reassessing Hizbullah’s Socioeconomic Policies in Lebanon,” *The Middle East Journal*, 70:3 (Summer 2016), 399-418


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**Week 4 – July 31, August 1, 3 – Iraq, Jordan, and Saudi Arabia**

**Iraq**

**Readings:**

1). Cleveland and Bunton, pp. 189-197, 304-307, 505-516


**Recommended:**


Jordan - Readings:

1). Cleveland and Bunton, pp. 198-200, 307-310,


3). Jeffrey Goldberg, "The Modern King in the Arab Spring," The Atlantic, April 2013

Recommended:


Saudi Arabia

Readings:

1). Cleveland and Bunton, pp. 214-217, 393-404, 533-540


Recommended:


Week 5 – August 7, 8, 10 – Introducing the Arab-Israeli Conflict, Middle East Overview and Review, and final exam.

1). Marina Ottoway, “Does the Middle East Need New Borders? The Legacy of Sykes-Picot, 100 Years on,” Foreign Affairs, April 14, 2016.


Final Exam Thursday, August 10