

HIST3830 : THE MODERN MIDDLE EAST W15

Instructor : Dr. Renée Worringer
TTh 4:00-5:20 pm, MACN, Room 118

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Office Hours: 2:30-3:30pm TTh or by appt.

COURSE DESCRIPTION

Many historical factors led up to the creation of the current geo-political map of nation-states we know today as the troubled region of the Middle East. What relationships did the various peoples here have with one another at the turn of the 20th century? How did European imperialism affect the region leading up to World War I? What indigenous religious and secular movements attempted to meet the challenges posed by Western encroachment in the Middle East? How was the Ottoman Empire parceled off by the Allied Powers into numerous colonial Mandate states at the end of World War I? In examining these questions, students learn about the struggle for national independence in the subsequent interwar period by many of these newly created states. Other topics to be explored include the impact of the developing oil industry upon regional politics, the Palestine question, the creation of the state of Israel and the resulting Arab-Israeli conflict that has destabilized the area for over half a century, the rise of American influence in the region after World War II, the divisiveness of Cold War politics, and the role of women in Islamic societies today, all of which play(ed) a tremendous role in subsequent social, political, and economic underdevelopment of the Middle East. This course will begin with a cursory review of Islamic civilization and the critical period of transformation and reforms known as the "long 19th century" – roughly 1790-1914 – which serve as the backdrop for the remainder of the course, the history of the 20th century Middle East.

Textbooks

William L. Cleveland & Martin Bunton, *A History of the Modern Middle East*, 5th ed. (CO: Westview Press, 2012). Available at the Bookstore and older editions on Reserve at the library. This is the main textbook.

Akram Fouad Khater, *Sources in the History of the Modern Middle East* (New York: Houghton Mifflin Company, 2004). This is a collection of translated primary materials that we will use to supplement Cleveland. We will discuss the readings assigned from this book.



Familiarize yourself with the e-learning Courselink (D2L) site which will have a variety of course materials posted here, as well as announcements and other relevant information at <http://www.uoquelpk.ca/courselink/index.html>

Occasionally I assign a reading that is not in either of the books above. In this case, the text will be made available on Courselink and/or Reserve at the Library. Please check your course outline schedule for details.

Students are required to read the assigned texts listed in the lecture schedule **BEFORE** each lecture. Other suggested texts will be provided at the end of this course outline in the form of a select bibliography. Students may find it more useful to read these readings prior to the tutorial session but after the lecture. They may also be helpful in drafting your essays.

I encourage students to keep up with international news pertaining to the Middle East during this course. Try to read newspapers and online editions; watch the news if you have time. Take note of the way in which the stories are presented and the kinds of images that are used. Take note of how different affiliates cover the stories and think about what their biases and/or agendas may be.

Assessment:

Take-home Midterm Examination	30%	Due Wk 5, Tues Feb 5th
Essay Assignment (1500-2000 words)	35%	Due Wk 9, Thurs March 12th
Take-home Final Examination	35%	Due Wednesday April 8th

Essay Exams will be based upon any material we use in class, including assigned texts, lectures, and films/film excerpts. You are responsible for having read, viewed, or heard all of this material. Lectures and films used in class will not be made available beyond the classroom.

ESSAY SUBMISSION POLICY

No extensions will be granted for late submission unless proof is provided of a medical or emotional reason, or of an emergency, accompanied by either a medical certificate or a counselor's certificate. Extensions can only be given **before** the due date and (in the interests of consistency across all students) **not** for any of the following reasons:

- Computer or printer problems
- Assignments are due at the same time in other courses
- You have to do an extra shift in your job that week
- You will be away that week (you must submit work prior to leaving town).

All late essays will be subject to **automatic penalty of 4/100 points for the assignment for each day they are late**. Please see Dept. policy regarding paper submissions on a following page. Your paper will be considered late up to the point when it is physically in my hands – regardless of WHEN you submitted it in my mailbox or under my door. **I DO NOT ACCEPT EMAILED PAPERS.**

*Your research essay will be based upon a topic assigned from a random draw of topics conducted in class. You **MUST** use a **minimum of 10 scholarly, academic sources** that are **EITHER** books or academic, **PEER-REVIEWED** journal articles. You can consult as many

sources as you want, but 10 of them **MUST BE BOOKS (MONOGRAPHS) or PEER-REVIEWED JOURNAL ARTICLES.** That means NO internet junk!!!

You must attempt to use at least ONE PRIMARY SOURCE. Please consult with me if you are having trouble finding primary materials as I may be able to point you in the direction of additional primary sources.

See me in my office hours EARLY IN THE SEMESTER if you need help.

Use the **Chicago Manual of Style** citation method for footnotes and a final works cited bibliography page.

GUIDE TO LIBRARY SOURCES

William Cleveland's text has a very good Select Bibliography at the end of the last chapter. It is organized in a very user-friendly fashion that will assist you in researching your essay questions.

One of the most useful references on Islamic and Middle East history is the *Encyclopedia of Islam* multi-volume set. I recommend that you refer to this volume as a starting point for any research project. Please consult with me if you are having trouble finding sources; we are currently trying to build up the Middle East and Islamic history collection at the Library. Try also *Encyclopedia of the Modern Middle East and North Africa*, 2nd ed. (Thomson Gale, 2004).

Journal Articles

The best reference tool for finding journal articles on Islamic and Middle East History is the *Index Islamicus*, a periodical reference just for this purpose. Do not hesitate to ask for assistance in using this invaluable tool. There may be a somewhat limited number of journals for you to use. However, the *International Journal of Middle East Studies (IJMES)*, *MERIP* and the *Bulletin of the School of Oriental and African Studies, University of London (BSOAS)* are prominent journals in our field that the library has online through JSTOR, except for the last 5 years, which are in the library on the shelves. Please avail yourselves of these sources.

Internet Sources

Students are encouraged to make full use of audiovisual material and electronic databases, and judicious use of the Internet. There is an ever-growing amount of material online relating to Middle East and Islamic history, though it should be utilized carefully. While you are encouraged to explore these sites, please note that there are conventions about how you reference from them. You may consult such reference tools as Wikipedia, but you cannot rely upon them nor count them as one of your sources as per the instructions for the assignment.

Some Possible Primary Source Collections:

Obviously Akram Fouad Khater, *Sources in the History of the Modern Middle East* (New York: Houghton Mifflin Company, 2004) has primary sources that might be of use in a research paper.

Try also

Robert Landen, *The Emergence of the Modern Middle East: Selected Readings* (NY: Van Nostrand Co., 1970).

Camron Michael Amin, Benjamin C. Fortna and Elizabeth B. Frierson (eds.), *The Modern Middle East: A Sourcebook for History* (UK: Oxford University Press, 2006).

James L. Gelvin, *The Modern Middle East: A History* (NY: Oxford University Press, 2005), a general text on modern Middle East history, includes translated documents at the end of each chapter, and a list of suggested readings on particular topics.

University of Guelph 2012 Learning Outcomes

Critical and Creative Thinking

(Inquiry and Analysis, Problem Solving, Creativity, Depth and Breadth of Understanding)

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

Literacy (Information Literacy, Quantitative Literacy, Technological Literacy, Visual Literacy)

Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

Global Understanding

(Global Understanding, Sense of Historical Development, Civic Knowledge and Engagement, Intercultural Competence)

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

Communicating

(Oral Communication, Written Communication, Reading Comprehension, Integrative Communication)

Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

Professional and Ethical Behaviour

(Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management)

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

UNIVERSITY OF GUELPH
Department of History

DEPARTMENT AND COLLEGE POLICIES

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>

1. **When you cannot meet a course requirement**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

2. **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

3. **Student Rights and Responsibilities**

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c01/index.shtml>

4. **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion

from the University is a possible penalty. Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at: <http://www.academicintegrity.uoguelph.ca/> . If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

5. Classroom Etiquette and Useful Tools

To avoid distraction, the History Department requests that you turn off wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site <http://www.uoguelph.ca/history> that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

6. E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: email is the official route of communication between the university and its students.

7. Handing in and Getting Back Assignments

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student’s own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for

late papers. **Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.**

6. Recording of Materials

Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter. Material recorded with permission is restricted to use for that course unless further permission is granted.

7. Drop Date

The last date to drop a one-semester course, without penalty, is the 40th class day of the semester which is Friday, March 6, 2015.

For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

8. Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

9. Final Exam Date

Your Final Exam due date is Wednesday, April 8 by 4 pm.

LECTURE TIMETABLE

Week	Lecture	Discussion
1 Jan 6, 8	<p>Introduction to course and themes; the rise and fall of empires in the region Historical background, introduction to Islamic civilization, Ottoman & Safavid Empires, patterns of rule and social organization</p> <p>Re: Cleveland, Ch. 1-3</p>	
Part I: The Era of Transformation		
2 Jan 13, 15	<p>The “Long 19th Century”: 18th-20th Century Reforms and Crises Early reforms in the Ottoman Empire, Muhammad ‘Ali in Egypt, the Ottoman Tanzimat, 1839-1876, Egypt and the Khedives under British occupation, Qajar Iran</p> <p>Re: Cleveland, Ch. 4-6</p>	<p>The Era of Reforms and the Ottoman Tanzimat We discuss the introductory material read in Weeks 1-2. I have assigned a large amount of reading for the first 2 weeks as an introduction to Islamic history.</p> <p>Re: English translation of <i>The Declaration of the Rights of Man and of the Citizen</i>. See this website: http://www.hrcr.org/docs/frenchdec.html Khater, p. 10-21(new ed 10-16), translations of the Ottoman Imperial Rescripts of 1839 (Hatt-i Sherif of Gülhane), 1856, 1870; p.62-64(new 43-45), the Tobacco Concession in Iran 1890.</p>
3 Jan 20, 22	<p>Indigenous Responses to Imperialism and Crisis Islamic puritanism, Islamic modernism, pan-Islamic solidarity, & nationalist awakenings; Constitutionalism in the Ottoman Empire & in Iran</p> <p>Re: Cleveland, Ch. 7-8</p>	<p>Islamic modernism & Jamal ad-Din al-Afghani; the emergence of Arabism & the rise of nationalism Re: Khater, p. 66-70(new ed 57-61), Tahtawi Reflects on Paris, 1820; p. 29-35(new ed 25-31), “Jamal al-Din al-Afghani Answers Ernest Renan’s Criticism of Islam, 1883” D2L: ‘Abd al-Rahman al-Kawakibi, “The Excellences of the Arabs” from Umm al-Qura, in Sylvia Haim’s <i>Arab Nationalism: An Anthology</i> (CA: University of California Press, 1964), p. 78-80.</p>

Part II : The End of Islamic Empires, the Emergence of Nation-States and the Struggle for Independence, post WWI

<p>4 Jan 27, 29</p>	<p>WWI and Aftermath: Dissolution of the Ottoman Empire; the Mandate System in the Interwar Era</p> <p>Film Excerpt: “Search for Destiny” Part I</p> <p style="text-align: center;">And Discussion</p> <p>Re: Cleveland, Ch. 9-10</p>	<p>The Ottoman Empire in WWI; secret agreements and Wilsonian Self-Determination</p> <p>Re: Khater, p.109-113(new ed85-89); p.128-132(new ed104-108), Husayn-McMahon Correspondence (1915) & Balfour Declaration (1917); p. 200-209(new ed 158-167)Greater Syria & King-Crane Commission, 1919; p. 136-145(new ed112-118), text of Treaty of Sèvres, 1920.</p> <p>Wilson’s 14 Points of Self-Determination http://www.learn.co.uk/versailles/countries/14.htm</p>
<p>5 Feb 3, 5</p>	<p>Formation of New Nation-States in the Middle East: An Arab Nation Divided: Egypt, Iraq and Transjordan, Syria, Lebanon and Saudi Arabia</p> <p>Mustafa Kemal Atatürk’s Turkish Republic, Reza Shah Pahlavi’s Iran</p> <p>Re: Cleveland, Ch. 11-12</p> <p>Take-home Midterm Exam due in class, Feb 5</p>	<p>The postwar “New World Order” & the Mandate System: Repackaged Colonialism?</p> <p>Re: Khater, p. 145-152, Mustafa Kemal (Atatürk)’s Vision for Turkey, 1927; <i>*only in 1st edition- in library!</i> p. 152-159(new ed118-125), Ali Abd al-Raziq on separation of religion and state</p> <p>Film Excerpt: “Search for Destiny” Part II</p>
<p>6 Feb 10, 12</p>	<p>The Arab-Israeli Conflict in Historical Perspective The Palestine Mandate and the Emergence of Israel</p> <p>Film: “Arab & Jew: Return to the Promised Land” [1st film 1988; this one 2002]</p> <p>Re: Cleveland, Ch. 13</p>	<p>The Terrible Triangle of the Palestine Mandate: Palestinian Arabs and the Jewish Yishuv as a British Recipe for Disaster</p> <p>Re: Khater, p. 114-128(new ed89-103), Leo Pinsker & Ahad Ha-Am: 2 Jewish Views of Zionism, 1882 & 1897; p. 193-200(new ed150-158), the Zionist Organization appeal to the Paris Peace Conference, 1919; p. 233-243(new ed179-190), Arab case for a bi-national state. Optional: p. 243-246(new ed190-193), US support for Jewish immigration to Palestine, 1946.</p>

February 16-20 WINTER BREAK, NO CLASSES

Part III: The Middle East and Self-Determination, post WWII-1970s

<p>7 Feb 24, Feb 26</p>	<p>Anti-Colonial Struggles, the Cold War Authoritarianism in Turkey & Iran, US-Soviet Involvement in the Region; The Arab World in the Era of Nasser; Palestine and Israel, Arab-Israeli wars</p> <p>Re: Cleveland, Ch. 14-17</p>	<p>National Self-Determination: Various Case Studies Re: Khater, p. 276-286(new ed218-228), Nasser's resignation after '67 war & an Arab intellectual's critique of Arab states</p>
<p>8 March 3, 5</p>	<p>Authoritarianism at Home Egypt under Sadat; The Lebanese Civil War; Ba'ath vs. Ba'ath: Syria and Iraq, Arab Socialist Rivalries</p> <p>Film Excerpt: "Search for Destiny" Part III</p> <p>Re: Cleveland, Ch. 19, 21</p>	<p>Authoritarianism, Cold War Politics Re: Khater, p. 250-252(new ed198-200); p. 263-267(new ed208-212), Saddam Hussein in Iraq; p. 289-298(new ed232-241), Pertaining to the Lebanese Civil War (1975-1989); p. 302-306(new ed245-249) Syrian regime massacre of Muslim Brethren in Hama (1982).</p>

Part IV: The Middle East since the 1970s: War, Islamic Resurgence and Petroleum

<p>9 March 10, 12</p>	<p>The Emergence of Political Islam The Iranian Revolution, 1979; the Oil industry and its effects, the Iran-Iraq War.</p> <p>Re: Cleveland, Ch. 18, 20; Khater, pp. 315-319. John Esposito, <i>Voices of Resurgent Islam</i>, pp. 215-229.</p> <p>Film: "The Glory and the Power" Film Excerpt: "Search for Destiny" Part V (2/3)</p> <p>Essay Assignment Due in Class, March 12</p>	<p>Political Islam and the Petroleum Industry Re: Khater p. 175-181(new ed136-141), Hasan al-Banna and the Muslim Brotherhood, 1949; p. 320-331(new ed266-278), Sayyid Qutb & Islamic resurgence, 1964; p. 252-263(new ed200-208), p.286-289(new ed229-233), p.298-301(new ed241-245), p.331-345(new ed278-286), various opposition to the Shah of Iran and views of the Revolution in '79; Khater, p. 306-309, Platform of Algerian Islamic Salvation Front; <i>*only in 1st edition- in library!</i></p>
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Part V: New Forms of Resistance, Revolutions, Terrorism

<p>10 March 17, 19</p>	<p>Old Conflicts, New Strategies: The Palestinian Intifada, the 1991 Gulf War in Iraq, The Inter-Gulf War Period, Palestine and Israel in the 1990s and fractured Palestinian society; the Oslo Accords & the 2nd Palestinian Intifada; Israeli-Palestinian prospects for peace</p> <p>Re: Cleveland, Ch. 22-23 Jean-Francois Legrain, "HAMAS: Legitimate Heir of Palestinian Nationalism?" in John Esposito (ed.), <i>Political Islam: Revolution, Radicalism, or Reform?</i>, p. 159-178.</p>	<p>Islamic resurgence, Islamist Palestinian groups HAMAS/Islamic Jihad Re: The HAMAS Charter. See http://www.yale.edu/lawweb/avalon/mideast/hamas.htm See Lebanese Hizbollah website. http://www.english.moqawama.org/</p> <p>Khater, p.309-314(new ed254-259) on Arab-Israelis (2000); p.397-402(new ed327-331), Palestinian & Israeli soccer players; p.372-409(new ed307-327)</p>
<p>11 March 24, 26</p>	<p>The Middle East in the '90s to 2014: War on the West, war on terror: September 11, the Taliban, al-Qaeda; War in Iraq & Afghanistan; the "Arab Spring" and results, ISIS/ISIL/DAESH in Syria & Iraq</p> <p>Re: Cleveland, Ch. 24-26;</p>	<p>Finish Film: "Search for Destiny" Part V (last 1/3)</p> <p>Re: Cleveland, Ch.25; Khater, p. 352-359(new ed286-293), Muslim resistance to Muslim extremism; p.359-365(new ed293-300), Usama bin Laden declares war on America (1998); p. 366-371(new ed300-306), Arab views of September 11; p. 410-421(new ed346-380), globalization, democracy, pluralism & media in the Middle East</p>
<p>12 March 31, April 2</p>	<p>The many faces of modern Islam; The Nation and its Women : Struggle within a Struggle</p> <p>Re: Khater, topics relating to modern Islamic societies (i.e. women & education, violence, marriage; homosexuality, environmentalism, etc.)</p> <p>Nikki R. Keddie and Beth Baron (eds.), <i>Women in Middle Eastern History: Shifting Boundaries in Sex and Gender</i> (New Haven: Yale University Press, 1991), p. 1-22.</p> <p>Badran, Margot, <i>Feminists, Islam, and</i></p>	<p>Film?: "Veiled Voices"</p> <p>Women in Middle East History D2L: Julia Clancy Smith, "The House of Zainab: Female Authority and Sainly Succession in Colonial Algeria," in Nikki R. Keddie and Beth Baron (eds.), <i>Women in Middle Eastern History: Shifting Boundaries in Sex and Gender</i> (New Haven: Yale University Press, 1991), p. 254-274.</p> <p>Khater, p. 70-108(new ed61-83), p. 211-219(new ed169-177), various texts on "the woman question" in Islamic societies, 1899-1928; p. 345-352, Fatima Mernissi &</p>

	<p><i>Nation: Gender and the Making of Modern Egypt</i> (Princeton, NJ: Princeton University Press, 1995), p. 3-26, Introduction; p. 47-56, the “cult of domesticity”; p. 61-73, Egyptian and Western feminism.</p>	<p>Islamic feminism <i>*only in 1st edition- in library!</i></p> <p>Optional: Khater, p. 219-226, Algerian nationalists resist the French <i>*only in 1st edition- in library!</i></p>
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Take-home Final Examination Due Wednesday April 8