

1.) DATE: <b>October 15, 2009</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>277</b> Title: <b>The Modern Middle East</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>BROCK RUGGLES, PH.D.</b> PHONE: <b>(480) 967-3690</b> FAX:      ;	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <b>Core Areas: Social and Behavioral Sciences (SB)</b> <b>Awareness Areas: Select awareness area...</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> <b>HIS, HST DEC</b> <input checked="" type="checkbox"/> Elective  Current General Studies designation(s): <b>SB</b>  Effective date: <b>2010 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>Janice Miller</b> Chair/Director Signature: <b>by email JBR 2-24-10</b>	

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Course is designed to advance basic understanding and knowledge about human interaction.</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22 Syllaus Weeks 2,3,4,7,8,9,10,12,13, 15 Cleveland text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25 Fitzgerald &amp; Gould text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Course content emphasizes the study of social behavior such as that found in:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>History</p> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<p>History</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22 Syllaus Weeks 2,3,4,7,8,9,10,12,13, 15 Cleveland text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25 Fitzgerald &amp; Gould text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18</p>
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<p>History</p>				

BASIC CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;"><b>OR</b></p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22</p> <p>Syllaus Weeks 2,3,4,7,8,9,10,12,13, 15</p> <p>Cleveland text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25</p> <p>Fitzgerald &amp; Gould text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22</p> <p>Syllaus Weeks 2,3,4,7,8,9,10,12,13, 15</p> <p>Cleveland text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25</p> <p>Fitzgerald &amp; Gould text 1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18</p>
<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> </ul>			

Course Prefix	Number	Title	Designation
HIS	277	The Modern Middle East	SB

Explain in detail which student activities correspond to the designation criteria.

Criteria ( )	How course meets spirit ( )	
Course is designed to advance basic understanding and knowledge about human interaction.	The course provides a deep understanding of complex human interactions in Middle Eastern cultures, as well as knowledge of the political, social, and economic development of Middle Eastern societies from the rise of the Ottoman and Safavid empires up to the present, with an emphasis on the region since 1920. The class provides students with an historical and social perspective of the rise and fall of the Islamic empires, the challenge of Western imperialism, the creation of modern nation states, the resurgence of pan-Arabism, the influence of the Cold War, the Palestinian-Israeli conflict, the Iranian Revolution, the petroleum era, and the Afghanistan and Iraq Wars, and it illustrates the impact of all of these factors on the Middle East of the 21st century.	Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22 Syllaus Weeks 2,3,4,7,8,9,10,12,13,15 Cleveland text 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25 Fitzgerald & Gould text 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18

<p>Course content emphasizes the study of social behavior such as that found in: HISTORY.</p>	<p>The course is a survey of the rich and diverse history of the modern Middle Eastern world. Students gain an understanding of social behaviors in the history of Middle Eastern societies by studying the development of cultures, religions, governments, ideas, and economies in the Middle East. Students also gain an understanding of the region's impact on the Western World.</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22                  Syllaus Weeks 2,3,4,7,8,9,10,12,13,15                  Cleveland text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25                  Fitzgerald &amp; Gould text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18</p>
<p>Course emphasizes:                  b. the distinct methods of inquiry of social and behavioral sciences.</p>	<p>The history of the Middle East is brought to life through biographical portraits of Suleiman the Magnificent, Mustafa Kemal Ataturk, David Ben-Gurion, Gamal Abdel Nasser, and others. The theory and practices of social inquiry are further augmented through a comparative analysis of different models of social and political development employed by different Middle Eastern countries after the creation of modern nation states in 1920. Throughout the course students are engaged in the methods of historical inquiry by analyzing films such as _The Eagle and the Bear: The Middle East_, in which they interpret historical data to evaluate the dynamics behind the Cold War in the Middle East.</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22                  Syllaus Weeks 2,3,4,7,8,9,10,12,13,15                  Cleveland text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25                  Fitzgerald &amp; Gould text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18</p>

Social and Behavioral Sciences (SB)

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<p>Course illustrates use of social and behavioral science perspectives and data.</p>	<p>This course meets the criteria for social and behavioral studies by utilizing the tools and methodologies for historical analysis such as analyzing relevant primary sources. For example, students examine the Husayn-McMahon Correspondence (1915), the Sykes-Picot Agreement (1916), and the Balfour Declaration (1917), all of which presented conflicting arrangements of the former Ottoman domains after World War I. Students are also provided with the opportunity of deriving data from interviews of people of various cultural backgrounds. This exercise builds global awareness and appreciation for the historical experiences various cultures.</p>	<p>Course Comps 2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16, 17,18,19,20,21,22                  Syllaus Weeks 2,3,4,7,8,9,10,12,13,15                  Cleveland text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22, 23,24,25                  Fitzgerald &amp; Gould text                  1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18</p>
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## JUSTIFICATION FOR SOCIAL AND BEHAVIORAL SCIENCE DESIGNATION

HIS 277: The Modern Middle East meets all the criteria designated by ASU to train students in the survey and historiography of the Middle East since 1500. The course provides a deep understanding of complex human interactions in Middle Eastern cultures, as well as knowledge of the political, social, and economic development of Middle Eastern societies from the rise of the Ottoman and Safavid empires up to the present, with an emphasis on the region since 1920. The class provides students with an historical and social perspective of the rise and fall of the Islamic empires, the challenge of Western imperialism, the creation of modern nation states, the resurgence of pan-Arabism, the influence of the Cold War, the Palestinian-Israeli conflict, the Iranian Revolution, the petroleum era, and the Afghanistan and Iraq Wars, and it illustrates the impact of all of these factors on the Middle East of the 21<sup>st</sup> century. The course emphasizes the distinct methods of inquiry of social and behavioral sciences by utilizing comparative analyses of different models of social and political development in Middle Eastern societies. The course also meets the criteria for social and behavioral studies by utilizing the tools and methodologies for historical analysis such as analyzing relevant primary sources. A firm understanding of the past is an essential tool for thinking critically about the present, and the course seeks to provoke thought, discussion, and reflection about the Middle East, arguably the most volatile region in the world. By gaining a fundamental grounding in the history of the region, students are able to better understand, analyze, and evaluate many of the events now transpiring on the world stage.

**Official Course Description: MCCCCD Approval: 06/24/08****HIS277 20092-99999**

LEC 3 Credit(s) 3 Period(s)

**The Modern Middle East**

Survey of the political, religious and economic development of the Middle East since 1500. Emphasis on the decline of the Moslem empire(s), the resurgence of contemporary Pan- Arabism, the Palestinian-Israeli question, jihadism, fundamentalist terrorism, the Taliban and Al Qaeda, and the impact of oil production on the region and the rest of the world.

**Prerequisites:** None.

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**MCCCCD Official Course Competencies:****HIS277 20092-99999 The Modern Middle East**

1. Identify and locate on a map the principle geographic features and nations of the Middle East. (I)
2. Describe the impact of Islam on the Middle East. (II)
3. Trace the history of the Middle East during the last half of the nineteenth century. (III, IV, V)
4. List and explain the forces which led to the formation of the Zionist Movement. (VI, VII)
5. Describe modern Israel today, including its peoples, society, and problems. (VII)
6. List and explain the forces which led to the rise of Arab nationalism in the 20th Century. (VIII)
7. Describe the rise of the Palestinian nationalism. (IX)
8. List and explain Arab attempts at unity. (XIII)
9. Describe the rise of Iran, Saudi Arabia, Iraq and oil in terms of Arab and Middle Eastern politics and economics (XIV, XV, XVI)
10. Compare and contrast the roles of the United States and the Soviet Union in the Middle East during the Cold War. (IX, X, XI, XII)
11. List the reasons that 1955 is considered pivotal year in the Middle East. (IX, X)
12. Describe the major forces in the Six Day War of 1967. (XVIII)
13. Describe the major forces that contributed to the 1000 Day Egypt-Israel War of Attrition of 1967-1970. (XX, XVII, XIX)
14. Identify and explain the forces that led to the movement toward Arab-Israeli peace in the Middle East. (XXII)
15. Describe the factors that led to the Yom Kippur/Ramadan Arab- Israeli War of October 1973. (XXII)
16. Identify and explain the reasons Lebanon was plunged into civil war, 1975-1990. (XXI)
17. Describe the major factors that contributed to the Israeli- PLO War in Lebanon of June 1982. (XXIII)
18. Explain the causes and events of the Palestinian Intifada. (XXIV)
19. Describe the major events and forces in the Persian Gulf War of 1991. (XXV)
20. List the impact on the Middle East of 9/11, the Afghanistan War and the Iraq War. (XXVII)



21. List and describe steps taken to promote Arab-Israeli Peace since 1979. (XXVI)

22. Explain predictions for the future throughout the Middle East. (XXVII)

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### **MCCCD Official Course Outline:**

#### **HIS277 20092-99999 The Modern Middle East**

- I. Geography of the Middle East
- II. The Role of Islam in the Middle East and Beyond
- III. The Ottoman Empire and the Middle East
  - A. Historic background
  - B. European imperialism in the modern Middle East
  - C. Nationalism awakened
- IV. World War I and its Effect on the Middle East
  - A. Secret Allied deals and their ramifications and Allied promises to the subject people of the region: Armenians, Jews, Arabs and Kurds
- V. The Inter-War Period: 1919-1939
  - A. Modernization and Westernization of Turkey
  - B. The rising tide of nationalism in the region
- VI. The Middle East Core
  - A. The Zionist Movement
  - B. The role of Great Britain in Mandatory Palestine
  - C. Arab-Jewish cooperation vs. Arab-Jewish hostility
  - D. Patterns of violence and counter-violence: 1920-1939
  - E. The White Paper of 1939
  - F. World War II in the Middle East
  - G. The Holocaust
  - H. U.S. involvement in the Palestine question
  - I. The role of the United Nations in the Palestine question
  - J. Partition
  - K. The establishment of Israel and the First Arab-Israeli War: 1947-1949
- VII. Arab-Israeli Relations: 1949-1955
- VIII. The Rise of Modern Arab Nationalism
- IX. United States Concern for the Middle East: 1954-1955
  - A. The policy of containment as applied to the region
  - B. U.S. use of the aid weapon
- X. The Pivotal Year in the Middle East: 1955
  - A. Formation of the Baghdad Pact
  - B. Adoption of a new Soviet policy
  - C. Soviet Arms Deal with Egypt
  - D. Nasser's confrontation with Israel
  - E. The Aswan High Dam Project
- XI. The Sinai-Suez War of 1956
  - A. Escalating fedayeen raids
  - B. Gulf of Aqaba blockade

- C. Nationalization of the Suez Canal
- D. The Israeli invasion of Sinai
- E. The Anglo-French attack on Egypt
- F. The roles of the United States and the Soviet Union
- G. The role of the United Nations
- XII. The Growing U.S. Role in the Middle East
  - A. The Eisenhower Doctrine
  - B. The Syrian Crisis of 1957
  - C. The Lebanese Crisis of 1958
- XIII. Arab Attempts at Unity
- XIV. The Importance of Saudi Arabia
  - A. Background of the Saudi family-state
  - B. Role of and relationship with the United States
  - C. Modernization under Faisal
  - D. The Arab Oil Embargo of 1973-1974
- XV. The Oil Rich States of the Persian Gulf
  - A. The Iraqi regime from monarchy to Saddam Hussein
  - B. The Kurdish question
  - C. The Iraqi invasion and occupation of Kuwait
  - D. Operation Desert Storm and its aftermath
- XVI. Iran From the Shahs to the Ayatollahs and Beyond
  - A. Historic background
  - B. Role of petroleum and its significance to Britain and the United States
  - C. The Oil Nationalization Crisis of 1951-1953
  - D. The U.S. sponsored coup of 1953
  - E. The White Revolution and Iran as U.S. surrogate in the Persian Gulf
  - F. The Iranian Revolution of 1979 and the Islamic Republic
  - G. The Iran-Iraq War 1980-1988
- XVII. Modern Israel
  - A. Israeli multi-ethnic society
  - B. Economic and social problems
  - C. Governmental structure
- XVIII. The Six Day War of June 1967
  - A. Background and causes
  - B. Role of the Great Powers and the United Nations
  - C. The conflict
  - D. Resolution 242
- XIX. The Palestinians
  - A. Rise of Palestinian nationalism
  - B. Role of the PLO
  - C. Arab terrorism and its international connection
  - D. The Palestine National Covenant
  - E. The Jordanian Civil War of 1970
- XX. The Yom Kippur/Ramadan War of October 1973
  - A. The roles of the U.S. and the U.S.S.R.
  - B. The Arab Oil Embargo and its global impact
- XXI. The Lebanese Civil War

- A. Parties to the conflict
- B. Role of the outside powers
- XXII. The First Arab-Israeli Peace
  - A. Sadat's Jerusalem journey
  - B. The Israeli incursion into Lebanon of 1978
  - C. The Camp David Accords
  - D. The Egypt-Israel Peace Treaty
- XXIII. The Israeli-PLO War in Lebanon of June 1982
  - A. Causes
  - B. Role of the outside powers
  - C. The PLO evacuation and subsequent PLO civil war
- XXIV. The Palestinian Intifada
- XXV. Iraq's Invasion of Kuwait and the Persian Gulf War
  - A. Causes
  - B. Role of the outside powers
  - C. Role of the United Nations
- XXVI. The Movement Towards Peace
  - A. The Madrid Arab-Israeli Peace Conference
  - B. Role of the United States: The End of the Cold War
  - C. The Israel-P.L.O. Agreement of 1993
  - D. The Israel-Jordan Peace Treaty of 1994
- XXVII. Future Outlook in the Middle East
  - A. Interests of the Middle East nations
  - B. Interests of the "great powers" and fuel consumers
  - C. Future effects of 9/11 on geopolitical relations between Middle East and rest of world
  - D. Competition from Nigeria, Venezuela, Russia and China for oil production

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## HIS 277: THE MODERN MIDDLE EAST

Paradise Valley Community College (PVCC)  
Fall 2009  
Thursday Evenings, 6:30-9:00  
Building M, Room 107

Dr. Brock Ruggles  
E-mail: brock.ruggles@asu.edu

### Description and Objectives:

History 277 examines the political, social, and economic development of the Middle East since 1500 with an emphasis on the region since 1920. Specifically, the course considers the rise and fall of the Islamic empires, the challenge of Western imperialism, the creation of modern nation states, the resurgence of pan-Arabism, the influence of the Cold War, the Palestinian-Israeli conflict, the Iranian Revolution, the petroleum era, the Afghanistan and Iraq Wars, and the impact of all of these factors on the Middle East of the 21<sup>st</sup> century. To study history is to trace and understand changes in society over time, and in this class we will approach the history of the region as an investigative process. We will attempt to understand not only *what* took place in the past but also *why* events happened. Furthermore, we will try to understand how each event in the past was part of a dynamic process of interconnected episodes. A firm understanding of the past is an essential tool for thinking critically about the present, and this course seeks to provoke thought, discussion, and reflection about the Middle East, arguably the most volatile region in the world. By gaining a fundamental grounding in the history of the region, students will be able to better understand, analyze, and evaluate many of the events now transpiring on the world stage.

### Requirements:

- Attend class. I take roll, and an absence equals 0 points for class participation for that day.
- Participate. Your active participation in class is vital to your participation grade. During our class meetings, you will be expected to discuss the assigned readings.
- Keep-up with the reading assignments. You are to complete the assigned readings for each class session before you come to class so that we can discuss them as a group.
- Be prepared for pop quizzes over the assigned readings.
- Take three exams. The course is divided into three, roughly chronological sections with an exam at the end of each. For each exam, you will demonstrate your understanding of the information presented in discussions, lectures, course readings, and films shown in class. The final will cover all material presented during the semester with a greater emphasis on post-midterm material.
- Use the Blackboard web page and e-mail. Most course materials will not be distributed in class but posted on the course's electronic Blackboard. If you do not have adequate resources at home, be prepared to use the computing facilities on campus.
- The syllabus lays out your responsibilities. While I may make adjustments, your basic work duties are those you see here. If you take the class, you agree to follow this document. I encourage students to use e-mail to communicate with me about any matters not covered by the syllabus or other class documents.

### Grading:

• Exams (3)	300 pts. (75%)	A = 90-100%
• Attendance, Class Participation, and Quizzes	<u>100 pts. (25%)</u>	B = 80-89%
	400 pts. (100%)	C = 70-79%
		D = 60-69%
		F = < 60 %

**Reading Material:**

- *A History of the Modern Middle East, 4<sup>th</sup> Edition*, by William L. Cleveland and Martin Bunton. ISBN 978-0-8133-4374-7.
- *Invisible History: Afghanistan's Untold Story* by Paul Fitzgerald and Elizabeth Gould. ISBN 978-0-87286-494-8.

Both books are available in the college bookstore and from online booksellers. Be sure to secure the 4<sup>th</sup> Edition of the Cleveland book.

**Class Policies:**

1. **Academic Dishonesty.** I expect all students to do their own work, and I strictly follow the college's procedures for handling cheating and plagiarism.
  - a. **Cheating:** Any student who cheats on any assignment will automatically fail the course and be subject to further punishment through proper college channels.
  - b. **Plagiarism:** Representing someone else's work as your own will be considered plagiarism. If you borrow material from a book, article, or website be sure to acknowledge the source with some type of citation and quote any phrases or sentences borrowed word for word from any author. This policy includes the assigned readings. Any student who plagiarizes on any assignment will receive a grade of 0 for the assignment. Any student who plagiarizes a second time will automatically fail the course and be subject to further punishment through proper college channels.
2. **The Classroom Environment.** I believe in and deeply respect freedom of expression. Please exercise it with reasoned and logical arguments and use evidence to support your positions. Personal attacks are never appropriate, and I will insist on a collegial atmosphere in the classroom. Outside reading or casual conversation during lectures is unacceptable. Please turn off cell phones and other electronic devices when you come to class. Failure to do so will hurt your grade for class participation. No recording devices of any kind are allowed in the classroom.
3. **Extra Credit.** There is no extra credit work for this course.
4. **Make-Up Work. NO MAKE-UP EXAMS.** Make-ups for the exams will be available only in cases of well-documented emergencies. Students who miss the final exam must comply with the rules under "incompletes" below.
5. **Late Assignments.** An assignment turned in late will be reduced one full letter grade for each day that it is late.
6. **Incompletes.** I have never given an incomplete and will not do so without very compelling, documented justification. The "incomplete" or "X" grade will be given only when: (a) The student notifies the instructor prior to the final exam and provides documentation that an emergency has interfered with the exam process; (b) The student has a grade of "C" or better; and (c) The "incomplete" cannot, according to school policy, be used as a substitute for a "W" after the withdrawal deadline. If you stop attending and need to discontinue the class, it is your responsibility to withdraw prior to the posted deadline. Failure to do so will likely result in a failing grade for the course.
7. **Grade Complaints.** None can be made until forty-eight hours after you receive the grade, nor more than one week after it. Within these boundaries, you may resubmit the material for evaluation.
8. **Disabilities.** If you need disability accommodations in this class, please register with the Disability Resource Center in the Student Services Building and inform me as soon as possible so that we can take appropriate action. Information regarding disability is strictly confidential.
9. **Religious Holidays, Athletic Events, etc.** Please inform me in advance if you will be absent on any religious holidays. All college-sanctioned events will be honored, but I must be provided documentation well ahead of time.

**Schedule of Events and Reading Assignments:**

- Week 1:** 8/27 – Introduction to HIS 277
- Week 2:** 9/03 – The Development and Spread of Islamic Civilization to the 15<sup>th</sup> Century  
Read Cleveland intro to Part I and chapters 1 and 2  
Read Fitzgerald & Gould Introduction and Prologue
- Week 3:** 9/10 – Two Islamic Empires: Ottoman and Safavid  
Read Cleveland chapter 3, intro to Part II, and chapters 4 and 5  
Skim Fitzgerald & Gould chapters 1, 2, and 3
- Week 4:** 9/17 – The Challenge of Western Imperialism: The Middle East in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries  
Read Cleveland chapters 6, 7, and 8  
Skim Fitzgerald & Gould chapters 4 and 5
- Week 5:** 9/24 – **FIRST MIDTERM EXAM**
- Week 6:** 10/01 – To Be Announced
- Week 7:** 10/08 – WWI and the End of the Ottoman Order, the Creation of Modern Nation States, and The Struggle for Independence  
Read Cleveland chapter 9, intro to Part III, and chapters 10 and 11  
Read Fitzgerald & Gould chapters 6 and 7
- Week 8:** 10/15 – The Palestinian Mandate and the Birth of the State of Israel  
Read Cleveland chapters 12 and 13  
Read Fitzgerald & Gould chapters 8 and 9
- Week 9:** 10/22 – The Middle East in the Age of Nasser  
Read Cleveland intro to Part IV and chapters 14, 15, and 16  
Read Fitzgerald & Gould chapters 10 and 11
- Week 10:** 10/29 – A Turbulent Time: Israel and Palestine from 1948 to the 1970s and Egypt and Lebanon during the 1970s and 1980s  
Read Cleveland chapter 17, intro to Part V, and chapter 18  
Read Fitzgerald & Gould chapters 12 and 13
- Week 11:** 11/05 – **SECOND MIDTERM EXAM**
- Week 12:** 11/12 – The Rise of Ba'thist Military Regimes in Syria and Iraq, The Iranian Revolution, and The Iran-Iraq War  
Read Cleveland chapters 19 and 20  
Read Fitzgerald & Gould chapters 14 and 15
- Week 13:** 11/19 – The Era of Petroleum and "Oil Wars"  
Read Cleveland chapters 21 and 22  
Read Fitzgerald & Gould chapters 16 and 17
- Week 14:** 11/26 – Class Excused for Thanksgiving
- Week 15:** 12/03 – The United States' Moment in the Middle East and the Illusive Israeli-Palestinian Peace Process  
Read Cleveland chapters 23, 24, and 25  
Read Fitzgerald & Gould chapter 18 and Epilogue
- Week 16:** 12/10 – **FINAL EXAM**

A HISTORY OF THE

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*Modern Middle East*

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FOURTH EDITION

William L. Cleveland

*late of Simon Fraser University*

Martin Bunton

*University of Victoria*



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## Afghanistan's Untold Story

by Paul Fitzgerald and Elizabeth Gould



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