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UNIVERSITY OF PENNSYLVANIA
COLLEGE OF LIBERAL AND PROFESSIONAL STUDIES
FALL 2016

PRELIMINARY

SYLLABUS

SUBJECT TO REVISION

HIST 412 601
THE MIDDLE EAST IN THE WORLD ECONOMY
TUESDAY 6:00-9:00 P.M.
LOCATION: WILLIAMS 305

<https://www.history.upenn.edu/courses/hist412-middle-east-world-economy-1>

COURSE DESCRIPTION

Over the last two centuries, the economies of the Middle East and the region's place in the global economic system have changed dramatically. The agrarian empires of the region had formerly been largely self-sufficient and had exploited their geographic position to benefit as the essential intermediaries in the long-distance trade in luxury goods between Asia and the Indian Ocean on the one hand and the Mediterranean and Europe on the other. Over the nineteenth century the region was reintegrated into a new world economy dominated by an industrializing Western Europe, increasingly becoming a supplier of raw materials and an importer of manufactured goods while its economic institutions and communications infrastructure were rebuilt to support the new pattern. With the dissolution of the Ottoman Empire following World War I the region was on the one hand fragmented into smaller "national" economies and on the other became a key supplier of the twentieth century's essential commodity: petroleum. Achieving effective independence following World War II, Middle Eastern states sought to revise the terms of their relationship with the world economy by asserting control over natural resources and restructuring their economies through state-led import-substitution industrialization. By the early 1970s ISI had reached its limits and a new relationship among the rich and poor states of the region and between them and the global economy evolved, based on massive intraregional labor transfers, partial liberalization of protected national economies, and increased direct foreign investment and assistance. By the turn of the twenty-first century the regional economic picture was very mixed: great wealth and extreme poverty, strong ties with external trading partners but poor intraregional trade, highly uneven development, and a crisis of frustrated expectations for a young, educated population with poor employment prospects.

This seminar will survey the economic evolution of the modern Middle East, emphasizing the region's adaptations to its integration into the Europe-dominated world economy of the nineteenth century, the creation of national economies after World War I, state-led industrial development after independence and its limitations, the role of oil, intraregional labor migrations, and liberalization and globalization since c. 1970. The area covered will include the Ottoman Empire and Qajar Iran for the nineteenth century and Turkey, Iran, the Arab states, and Israel for the twentieth.

CLASS REQUIREMENTS AND POLICIES

This course requires your active participation in class, including close reading of the assigned texts, submission of weekly response papers on the readings, and participating in class discussions, as detailed below. Moreover, each student is also responsible for conducting an individual research project under my supervision on a topic relevant to the course's themes, culminating in a research paper.

Success in this class requires first of all *attending* class. We are a small group that meets only once a week; if we are to learn from one another we must all be together. Moreover, as stated in the LPS handbook for MLA students, “[c]lass participation and attendance are required for graduate seminars.” If you must be absent from any of the scheduled class meetings, please let me know in advance.

More important than mere attendance will be your participation in class discussions on the topics at hand, and a portion of the final grade will be based on your participation. The class sessions, readings, and other assignments complement each other; you cannot achieve the course goals by reading the books and not coming to class, or vice versa—you need both.

Attendance by itself is useless unless we are *prepared* for class. Preparation means having read the assignments listed in the course calendar *before* the class meeting for which they are listed, and being able to critically discuss them in class. *Discussion* is both a collective responsibility and an individual one. To facilitate discussion, I will provide all students with issues to think about as they read the texts.

This course fulfills the Africa/Middle East, Research, and Seminar requirements for History majors and minors, and is listed under the World and Economic History major concentrations. It is a Crosscultural Analysis Course

The written assignments are as follows:

- **Response papers:** These are short (250-500 words) papers responding to themes raised in each week's readings. They will start the second week of class; a set of general guidelines for them will be distributed during the first class. I will also give you specific issues or questions for each week's paper. Response papers are due each week prior to class.

- **Term paper:** The term-paper research project is a cumulative individual effort that starts with the first class and continues until the submission of the final paper during finals week. It is important to start early to settle on a feasible topic, locate resources, and research and revise so that the final paper addresses an important topic of interest to you that is relevant to the course content in as thorough and convincing a way as possible. Specific guidelines will be given for each stage of the assignment. These stages are summarized here:

- (1) Topic ideas: a list of three potential topics.
- (2) Literature review and paper proposal: a discussion of the secondary literature relevant to your topic, including an annotated bibliography, and a formal statement of the findings of your preliminary research and of your working thesis.
- (3) Draft paper: as complete a draft of your paper as possible.
- (4) Final paper: due during finals week.

Specific guidelines for each stage will be given.

The various elements of the final course grade are weighted as follows:

Participation elements	60%
Term paper elements	40%

(of which,	topic ideas	5%)
("	literature review/paper proposal	15%)
("	draft paper	20%)
("	oral presentation	10%)
("	final paper	50%)

Academic support: You are strongly encouraged to take full advantage of Penn's various academic-support services for help with time management, study, note-taking, and writing skills. Consult the Vice Provost for University Life's page <http://www.vpul.upenn.edu/> for resources.

Office hours and accessibility: I am available to meet with you in my office during the hours listed at the top of this syllabus (these will be fixed before the second class session). I realize that those hours might not be convenient for you, and if so we can meet by appointment at another time. I also promptly respond to emails and voicemail.

Academic (dis)honesty: As Penn students, you are expected to adhere to high standards of academic honesty. You should be familiar with the University's Code of Academic Integrity, found, among other places, in the *Pennbook*. In keeping with this policy, plagiarism and other forms of academic dishonesty will result in negative consequences. Specific guidelines on avoiding plagiarism will be provided with the paper assignments.

READING MATERIALS

The following books will be the core texts for this seminar, and are available at the Penn Book Center (130 South 34th Street). Copies will also be placed on reserve at Van Pelt Library. Additional readings will be distributed as handouts or posted to the class Canvas site.

Roger Owen, *The Middle East in the World Economy, 1800-1914*.
London/New York: I.B. Tauris, 1993.

Roger Owen and Şevket Pamuk, *A History of Middle East Economies in the Twentieth Century*. Cambridge, Mass.: Harvard University Press, 1999.

Melani Cammett, Ishac Diwan, Alan Richards, and John Waterbury, *A Political Economy of the Middle East*. Fourth Edition.
Boulder, Colo.: Westview Press, 2015.

Bassam Haddad, *Business Networks in Syria: The Political Economy of Authoritarian Resilience*. Stanford, Calif.: Stanford University Press, 2012.

COURSE CALENDAR			
DATE	TOPICS	READINGS	ASSIGNMENTS
30 Aug	Introduction to the course; Themes in Middle Eastern economic history	(skim book tables of contents, front matter, indexes)	(weekly response papers starting 6 Sep)
6 Sep	Before the transformation; Understanding the contemporary era	Owen, Introduction, ch. 1 (pp. 1-56); Cammett <i>et al</i> , chs. 1-3 (pp. 1-123)	topic ideas (3)
13 Sep	The nineteenth century (1): general developments; Developing a research agenda	Owen, chs. 2-5 (pp. 57-152); Rampolla, chs. 1-5 (pp. 1-102, esp. ch. 5 [pp. 82-102])	
20 Sep	The nineteenth century (2): provincial developments	Owen, chs. 6-12 (pp. 153-293)	
27 Sep	Between the World Wars; The Kemalist Paradigm	Owen & Pamuk, General Introduction & Part I (pp. xv-xviii, 3-90); Cammett <i>et al</i> , ch. 7 (pp. 233-71)	literature review/paper proposal
4 Oct	1946-1990	Owen & Pamuk, Part II (pp. 93-228)	
11 Oct	The Contemporary Era: Issues and Trends	Cammett <i>et al</i> , chs. 4-6, 8 (pp. 125-231, 273-318)	
18 Oct	Oil: Blessing and Curse	Cammett <i>et al</i> , ch. 9 (pp. 319-54)	
25 Oct	Economics and Society	Cammett <i>et al</i> , chs. 10-12 (pp. 355-474)	
2 Nov	Globalization and the Middle East	Cammett <i>et al</i> , ch. 8 (review), ch. 13 (pp. 475-513); Owen & Pamuk, Epilogue and Conclusion (pp. 229-43)	
9 Nov	Authoritarianism, Civil Society, and the “Arab Spring” (1)	Cammett <i>et al</i> , review chs. 1, 7, 10-11, and ch. 14 (pp. 515-22)	
16 Nov	Authoritarianism, Civil Society, and the “Arab Spring” (2)	TBA	
22 Nov	NO CLASS—HAPPY THANKSGIVING!		
29 Nov	Authoritarianism, Civil Society, and the “Arab Spring” (3)	Haddad, entire	draft papers due
6 Dec	ORAL PRESENTATIONS		
20 Dec	FINAL PAPERS DUE		

INSTRUCTOR AND COURSE EVALUATION
FINAL STATISTICS

SEMESTER: FALL 2015

SCHOOL: ARTS & SCIENCES
DEPARTMENT: HISTORYSECTION DIVISION: CGS
SUBJECT: HISTORY

COURSE ID	T.SCHL	ACTV	COURSE SECTION NAME	INSTRUCTOR NAME	ENROLL	ELIGIBLE	RESPONSES	% ENROLL
HIST412601	AS	SEM	The Middle East in the World Economy	SCHAD,GEOFFREY DAVID	13	13	13	100

	QUESTION (SUMMARIZED)	AVERAGE RATINGS PER QUESTION				NUM RESP	THIS INSTRUCTOR ONLY WORST RATING ... BEST RATING				
		INST	SECT	CRSE			0	1	2	3	4
01	Overall quality of the instructor. [Scale: 0 to 4: Poor,Fair,Good,Very good,Excellent]	3.33	3.33	3.33	-	12	0% 0	8% 1	8% 1	25% 3	58% 7
02	Overall quality of the course. [Scale: 0 to 4: Poor,Fair,Good,Very good,Excellent]	3.33	3.33	3.33	-	12	0% 0	8% 1	0% 0	42% 5	50% 6
04	The instructor clearly communicated the subject matter. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.38	3.38	3.38	-	8	0% 0	0% 0	13% 1	38% 3	50% 4
05	The instructor effectively stimulated my interest. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.50	3.50	3.50	-	8	0% 0	0% 0	13% 1	25% 2	63% 5
06	The instructor was appropriately accessible outside of class time. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.75	3.75	3.75	-	8	0% 0	0% 0	0% 0	25% 2	75% 6
07	As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.75	3.75	3.75	-	8	0% 0	0% 0	0% 0	25% 2	75% 6
08	This course helped me to improve my ability to analyze, solve problems and/or think critically. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.43	3.43	3.43	-	7	0% 0	0% 0	0% 0	57% 4	43% 3
09	This course helped me to understand how this field asks and answers questions. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.50	3.50	3.50	-	8	0% 0	0% 0	0% 0	50% 4	50% 4
10	This course challenged me to consider new ideas, concepts, or ways of thinking. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.57	3.57	3.57	-	7	0% 0	0% 0	0% 0	43% 3	57% 4
11	As a result of taking this course, I am more excited by this field of study. [Scale: 0 to 4: Strongly disagree,Disagree,Neither agree nor disagree,Agree,Strongly agree]	3.14	3.14	3.14	-	7	0% 0	14% 1	0% 0	43% 3	43% 3
12	Please rate the difficulty of the course. [Scale: 0 to 4: Easy 0,1,2,3,Difficult 4]	2.88	2.88	2.88	-	8	0% 0	0% 0	25% 2	63% 5	13% 1
13	Please rate the amount of work required for this course. [Scale: 0 to 4: Very Little 0,1,2,3,Very Much 4]	2.88	2.88	2.88	-	8	0% 0	13% 1	0% 0	75% 6	13% 1
14	To your knowledge, has there been cheating in this course? [Scale: 0 to 1: Y,N]	1.00	-	-	-	8	0% 0	100% 8	-	-	-

**Comment
Suggestion**

Informative experience!

The professor clearly cares about the field of study and was enthusiastic. Our assigned readings were well selected and interesting. Our class group struggled to gel and was dominated by a few student voices, but I don't think that is the fault of the teacher. The class had a final paper. The professor put a great deal of effort into leading us through the stages, from coming up with a topic to revising and citations in the final product. Despite having learned this previously, I did find it useful and I imagine the other students did as well.