

## HIST 380: Colonialism in the Middle East and North Africa Syllabus

**Credit Hours:** 3 Credit Hours

**Program Location:** Amman, Jordan

### Course Description:

This course focuses on French and British colonial theory and practice in the Middle East and North Africa (MENA). After a general introduction to the history of colonialism, the course will examine British and French strategies in mandated Iraq and Syria-Lebanon in the first half of the semester. The second part of the semester will focus on an important case study: French Colonialist policy in Algeria and Morocco. The purpose of this comparative analysis is to show that, beyond the singular purpose of hegemonic control over specific colonial territories and subjects in the MENA region, French and British strategies tactics and goals were quite often dissimilar. The course will examine how this difference is due as much to the peculiar histories and philosophical outlooks of both 19th and early 20th century powers, as to the countries they colonized. Indeed, if there were any similarities in French and British attempts to control local societies, these may have arisen as a result of the often violent reaction to foreign rule from supposedly subordinate societies. This course will examine the chain of responses—literary, economic, social and finally military and political—that developed in the colonized regions as a result of the land grabs, cultural disruption, geographic reconfigurations, political calamities, and the final dissolution of once-mighty land empires.

### Aims and Objectives of the Course:

This course aims to explore the history of colonialism in the Middle East and North Africa. Because the literature on colonialist thought and practice is much too large to compress in a term, our focus will be solely on British and French colonialist policies in the MENA region. After a general introduction to and a clarifying of the definition of colonialism, this course will examine British strategy in Iraq and the French colonization of Syria-Lebanon in the first part of the course. To that end, students will read select scholarly articles on Iraq and Syria-Lebanon, and watch several segments of one documentary ([The Prize](#) which addresses the discovery of oil in the Middle East). After the midterm, students study French policy in Algeria and Morocco. The course materials will consist of two relatively short prize-winning novels ([The Sand Child](#)) by Tahar Ben Jalloun, and its follow-up, [The Sacred Night](#)). Finally, a celebrated film ([The Battle of Algiers](#)) will be viewed. Grades will be determined on class participation (engagement), the fulfillment of the mid-term and final research paper plus two short film reviews for the films.

### Learning outcomes for the course

By the completion of this course, students will be able to:

- Understand the origins, development and eventual demise of British and French colonialism in the MENA region;
- Explore the differences between British and French colonial thought and practice in the Middle East and North Africa, and the divergent reactions these gave rise to in the region AND

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- Study the various decolonization strategies, both forced and voluntary, entered into by British and French colonialists at the end of the colonialist era and the movements of independence that proliferated with the end of Empire.

### Knowledge

This course is designed to assist students to acquire and demonstrate knowledge about:

- The many meanings of colonialist thought and practice in the MENA region
- The variety of resistance strategies to Colonialism on the part of the colonized
- The historical processes that led to decolonization and independence
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### Skills

This course is designed to assist students in acquiring or enhancing the following skills:

- Critical thinking and inquiry
  - Thoughtful analyses of readings
  - Verbal engagement and participation in class
- Mature responses and reactions to all of the above in written exams

### Attitudes

This course is designed to encourage development of the following attitudes:

- Intellectual curiosity
- Critical inquiry and investigation
- Analytical rigor in class discussions and written exams

### Required Reading

**1) Required Textbook(s):** Two Books by Tahar Ben Jelloun, prize-winning Moroccan author who lives in Paris.

- a. The Sand Child
- b. The Sacred Night

**2) Reading Schedule:**

**FIRST WEEK: INTRODUCTORY LECTURE**

**SECOND WEEK:** The McMahon-Hussein Correspondence, 19 pages; “French Mandate for Syria and Lebanon”, The American Journal of International Law, Vol. 17, July 1923, 6 pages; Belkacem Belmekki, “Revisiting Colonial Behavior in French Algeria and British India”, pp. 109-118 (19 pages); Eric Bleich, “The Legacies of History? Colonization and Immigrant Integration in Britain and France”, pp. 171-195 (24 pages); Akhito Kudo, “Recognized Legal Disorder: French Colonial Rule in Algeria, c. 1840-1900”, pp. 21-35 (14 pages) 82 Pages Total

**THIRD WEEK:** Asher Kaufman, “Colonial Cartography and the Making of Palestine , Lebanon and Syria”, pp.225-243 (28 pages); Neep, “The Architecture of Colonial Syria”, 14 pages and Sara Pursley, “Lines on an Empty Map”, PART 1 and 2 (28 pages in all); 70 Pages Total

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**FOURTH WEEK:** K. A Wagner, "Calculated to Strike Terror: The Amritsar Massacre and the Spectacle of Colonial Violence, 40 pages; William Gallois, "Dahra and the History of Violence in Early Colonial Algeria", 25 pages; Katherine E. Hoffmann, "Purity and Contamination: Language Ideologies in French Native Policy in Morocco", Comparative Studies in Society and History, 2008, 28 pages, 93 Pages Total

**FIFTH WEEK:** "Politics of Remembrance, Colonialism and the Algerian War", 22 pages; "Algerians and the Police", 6 pages; "Between Two Jailers", 10 pages and "Postcolonial Memories of the Algerian War", 16 pages. 44 Pages Total

**SIXTH, SEVENTH AND EIGHTH WEEK:** NO ASSIGNMENTS.

**NINTH AND TENTH WEEKS:** Three segments each week of the documentary, The Prize (each segment is 53 minutes)

**ELEVENTH WEEK:** Discussion of the novel by Tahar Ben Jelloun, The Sand Child, 176 pages.

**TWELFTH WEEK:** Discussion of the Novel by Tahar Ben Jalloun, The Sacred Night, 178 pages.

### Assessment Overview

Description	Weight	Due Date
Engagement	20%	Continuous
Midterm Exam	30%	Week 7
Film Review	10%	Week 11
Book Review	10%	Week 12
Research Paper	30%	Week 15

### Attendance and Engagement

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow students.

### *Overview of Attendance Policy*

In courses that meet once a week students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences his/her grade for the course will be lowered by one "mark" for each additional unexcused absence.

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In other words,

- in a course that meets once a week only one unexcused absence is allowed. After two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- in a course that meets twice a week, only two unexcused absences are allowed. After three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- in courses that meet three or more times a week, only three unexcused absences are allowed. After four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by AMIDEAST staff. An excused absence means written approval from the Program Manager (and sometimes a doctor) justifying the absence. Arriving late to class may also count towards an absence.

The engagement grade will depend on both the quality and the quantity of student's comments and questions and shall account for a portion of the total course grade.

#### *Summary of Attendance Policy*

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.
3. Excused absences are determined by the lead AMIDEAST staff member; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting it in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

#### **Writing Assignments**

The word count for writing assignments in this course is 5,500. The film review and the book review will consist of 500 words each (approximately 2 double-spaced pages for each review, in other words 1,000 words in total for the two writing assignments) and the Research Paper will consist of 4,500 words (approximately 17 pages). The font to be used is Arial.

The Film Reviews will tackle two fairly comprehensive exercises: one, a two-week viewing of four segments of The Prize, a celebrated documentary on the history of oil in the Middle East; and two, everyone's favorite movie on the Algerian revolution, The Battle of Algiers (1966). Each segment is 53 minutes long.

#### **Midterm Exam and Research Paper**

The midterm exam will consist of thematic essay questions on the material studied in the course and will be written in class, using the three hours allotted. The research paper will be an original submission that will function in lieu of a final.

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## Grading Scale

Numerical	Grade	Basic Grade Point	Grade Range	Corresponding German Grade
93-100	A	4.0	3.86-4.00	1.0-1.3 (sehr gut)
90-92	A-	3.7	3.46-3.85	1.7
87-89	B+	3.3	3.16-3.45	2.0 (gut)
83-86	B	3.0	2.86-3.15	2.3
80-82	B-	2.7	2.46-2.85	2.7
77-79	C+	2.3	2.16-2.45	3.0 (befriedigend)
73-76	C	2.0	1.86-2.15	3.3
70-72	C-	1.7	1.36-1.85	3.7
60-69	D	1.0	0.51-1.35	4.0 (ausreichend)
Below 60	F	0.0	0.00-0.50	5.0 (ungenügend)

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## Course Schedule

Week	Classwork	Homework	Exams, Trips, and Holidays
Week	<i>Orientation Week</i>		
Week 1	<p><b>INTRODUCTION: WHAT ARE: COLONIALISM, IMPERIALISM, DECOLONIZATION AND POSTCOLONIALISM (LECTURE)</b></p> <p>Obligations and responsibilities of students in course</p>		
Week 2	<p><b>DISCUSSION OF READING ASSIGNMENTS</b></p>	<p><u>General Readings on Colonialism in the MENA region:</u></p> <p>The McMahon-Hussein Correspondence, 19 pages; “French Mandates for Syria and Lebanon”, 6 pages; Belkacem Belmekki, “Revisiting Colonial Behavior in French Algeria and British India”, pp. 109-118 (19 pages); Eric Bleich, “The Legacies of History? Colonization and Immigrant Integration in Britain and France”, pp. 171-195 (24 pages); Akhito Kudo, “Recognized Legal Disorder: French Colonial Rule in Algeria, c. 1840-1900”, pp. 21-35 (14 pages) and the McMahon-Hussein Correspondence, 19 pages. <b>ALTOGETHER, 82 pages</b></p>	
Week 3	<p><b>DISCUSSION OF ASSIGNED READINGS FOR CLASS.</b></p>	<p><u>Geopolitical Disruptions:</u> Asher Kaufman, “Colonial Cartography and the Making of Palestine, Lebanon and Syria”, pp.225-243 (28 pages); Daniel Neep, “The Architecture of Colonial Syria”, 14 pages and Sara Pursley, “Lines on an Empty Map”, PART</p>	<p><i>Excursion: Northern Excursion Sunday</i></p>

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		1 and 2 (28 pages in all); 70 Pages in all.	
Week 4	Discussion in class of assigned readings:	<u>Violence and the Colonial State:</u> K.A Wagner, "Calculated to Strike Terror", 41 pages; pages; William Gallois, "Dahra and the History of Violence in Early Colonial Algeria", 25 pages; Katherine E. Hoffmann, "Purity and Contamination: Language Ideologies in French Colonial Native Policy in Morocco", 28 pages; All in all, <u>94 pages.</u>	
Week 5		<u>GENDER AND REMEMBRANCE:</u> Jan Jansen, "Politics Of Remembrance, Colonialism and the Algerian War of Independence in France", <u>22 pages</u> ; Françoise de Barros, "Algerians and the Police : Colonial Continuities and the Weight of War, <u>6 pages</u> ; "Adrienne Leonhardt, " Between Two Jailers: Womens' Experience During Colonialism, War and Independence in Algeria", <u>10 pages</u> ; "PostColonial Memories of the Algerian War of Independence, 1955-2010", <u>16 pages</u> ; <u>ALL IN ALL 44 pages.</u>	
Week 6	NO CLASS	SOUTHERN EXCURSION	Excursion: Southern Excursion, No Class Thursday
Week 7	MIDTERM EXAMS		Midterm Exam

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Week 8	Spring Break: No Class Sunday-Thursday	Spring Break: No Class Sunday-Thursday	Spring Break: No Class Sunday- Thursday
Week 9	Discussion of 3 segments	<u>Cinematic Depictions of Economic Colonialism PART 1:</u> Three segments of the 6-segment documentary, <u>The Prize</u> (each segment is 53 minutes)	
Week 10	Discussion of 3 segments	CINEMATIC DESCRIPTIONS OF ECONOMIC COLONIALISM, PART 2: Final 3 segments of the 6-segment documentary, The PRIZE.	
Week 11	Discussion	<u>DISCUSSION OF NOVEL ON MOROCCO</u> Tahar Ben Jalloun, <u>The Sand Child</u> , (178 pages).  FILM REVIEW DUE	
Week 12		<u>Discussion of SECOND Novel by Tahar Ben Jalloun, The SACRED NIGHT</u> (176 pages). BOOK REVIEW DUE	
	Excursion: Biblical Excursion No Class Thursday	Excursion: Biblical Excursion No Class Thursday	Excursion: Biblical Excursion No Class Thursday
Week 14		No Class (INSTRUCTOR AWAY)	
Week 15	Final Exam Week: Sunday-Thursday		Thursday, FINAL PAPER DUE
Week 16 Sunday- Thursday	<i>Reflection Week</i>		<i>Reflection Week</i>

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