

HISTORY 590: COMPARATIVE HISTORY

From Empire to Nations in the 19th and 20th Centuries: The Project of Cultural Modernity in Central Asia, Russia and the Near East

Seminar Syllabus, Course # 10001, CSULB, Fall 2006

Tuesday, 6:30-9:15 p.m. in FO2-101A

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Office hours: Tuesdays and Wednesdays 5:00-6:00 p.m. and by appointment.

CONTENT AND OBJECTIVES:

From Empire to Nations in the Nineteenth and Twentieth Centuries: The Project of Cultural Modernity in Central Asia, Russia and the Near East. This graduate seminar will focus on the history of the state-sponsored projects of modernity, and the responses of the people. The seminar will emphasize the history of state-sponsored cultural and educational projects, involving the creation of national presses, schools, cultural centers, theaters and other cultural and educational centers. The importance of gender, ethnicity and class in these projects will be the central theme of this seminar. The modernizing attempts of the Russian and Ottoman Empires, and the Emirates and Khanates of Central Asia and the Near East will be compared. More specifically, the comparisons will include Turkey, Egypt, Iran, Afghanistan, Pakistan, the states of Central Asia, and Russia.

The main objective of this seminar is to familiarize you with the history of modernity in this part of the world. The period, during which empires attempted to morph themselves into nation-states, began during the second part of the nineteenth century and led to the complicated events of the twenty-first century. We will examine the history of change and continuity during this era. We will read about and discuss the debates pertaining to political, social and cultural modernity. At the end of the semester, I expect and hope that you will have a well-rounded awareness of following themes:

1. The meaning of **ethnic identity** and **nationalism**,
2. The place of **gender** modernity,
3. The importance of **ideology** in shaping contemporary societies and states,
4. The role of technological **modernization** in organizing modern nation-states,
5. The ways in which **colonialism** transformed itself,
6. The circumstances that resulted in the **Holocaust** and other **genocides**,
7. The ways in which **religious expressions** changed and/or remained the same,
8. The reasons for recognizing the significance of **marginalized populations**,
9. The **environmental** impact of modernization on this region of our world.

ORGANIZATION AND REQUIREMENTS:

I will expect you to complete all the assigned readings for the day, before you come to the seminar. You should be prepared to discuss the readings and participate in the group presentation project. All the written assignments are due at the beginning of class. **I will deduct points for late papers.** I will give incompletes only if there is a case of documented family or medical emergency (see below). For incompletes, you must make arrangements with me in advance. **To pass the class, you will complete all the assignments: two essays, seminar paper, oral presentation, and class participation. Failure to complete any of these components means that you will fail the course.**

POLICY ON ATTENDANCE AND ABSENCES:

Attendance is required. Missing more than **three** meetings will have a negative effect on your grade. I am not obligated to consider other absences except the following **excused absences:** including illness or injury to the student; death, injury, or serious illness of an immediate family member or the like; religious reasons (California Education Code section 89320); jury duty or government obligation; university sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips.) If in doubt, please read the CSULB attendance policy: <http://www.csulb.edu/~senate/Policies/01-01.html>. **Please contact me immediately if you need to be absent. If I do not hear from you, I will consider your absence unexcused.**

ACCOMODATION:

It is the student's responsibility to notify me in advance of the need for accommodation of a **disability**.

POLICY ON CHEATING AND PLAGIARISM: Lately, due to the widespread usage of the Internet, plagiarism (presenting the work, ideas, or words of another person, including one of your peers, or a web site as one's own) has become fairly common. It is your responsibility to read and accept as a rule **the section on cheating and plagiarism in the CSULB catalog**. I am obligated to follow these strict rules. Please talk to me if you have any questions about giving proper credit to other people's work.

WITHDRAWAL POLICY:

It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in the category involve total withdrawal from the university. The deadline to withdraw from classes for the Fall Term is **November 17**.

(However, drops at this time are not generally approved except in cases of accident or serious illness.)

REQUIRED READING (listed according to the weekly reading schedule below):

1. **Weekly articles:** see the links on **JSTOR**, or **Beach Board**,
2. **Adeeb Khalid. *The Politics of Muslim Cultural Reform: Jadidism in Central Asia***, University of California Press, 1998, ISBN: 0520213564,
3. **Sarah Abrevaya Stein. *Making Jews Modern: The Yiddish and Ladino Press in the Russian and Ottoman Empires***, Indiana University Press, 2004, ISBN: 0-253-21893-4,
4. **Naguib Mahfouz. *Midaq Alley***, Anchor, 2002 Edition, ISBN: 0385264763,
5. **Touraj Atabaki and Eric Zürcher. *Men of Order: Authoritarian Modernization in Turkey and Iran, 1918-1942***, I.B. Taurus, 2004, ISBN: 1-86064-426-0,
6. **Jeffrey Brooks. *Thank You, Comrade Stalin! Soviet Public Culture from Revolution to Cold War***, Princeton: Princeton University Press, 2000, ISBN: 0-691-08867-5,
7. **Natalya Baranskaya. *A Week Like Any Other***, Seal Press, 1990, ISBN: 0931188806,
8. **Farah Ahmed. *The Other Side of the Sky: A Memoir***, Simon Spotlight Entertainment, July 2006, Trade Paperback, ISBN-13: 978-1-4169-1837-0.

REQUIRED ASSIGNMENTS:

1. **Seminar Participation:** I will expect you to participate in **all** discussions. **I will call on you.** If you are too shy to participate, you need to talk to me so that we can make other arrangements, such as written responses to readings, to make up for this portion of the grade. For the most part, the themes of this seminar are current and controversial. There is a great potential of passionate discussion. I will expect you to respond and refer to the topic at hand rather than to the individual. In other words, please challenge your peers' view points instead of questioning their personal motives. Please voice your agreements and disagreements respectfully. According to **Mohandas Gandhi** "*when restraint and courtesy are added to strength, the latter becomes irresistible.*"
2. **Oral presentations:** You will choose **one of the seven required books** and Chingiz Aitmatov's short story *Mother Earth* to prepare a **fifteen-minute** presentation. (Typically, you will be responsible for half of a book, or the whole Aitmatov article.) I will provide a **sign-up sheet** on **September 5th**. Your assignment is to present the themes and the main argument(s) of the book. You must provide specific examples to show evidence to support the argument(s). In addition, you will **prepare a list of at least six to seven questions** to lead the discussion on the readings. You need to email your questions to everyone including me by **Friday** prior to your presentation.

- 3. Writing Assignment Requirements:** Two short essays should be **five to seven-pages** long, double spaced with one-inch margins. Both of the essays and the seminar paper should demonstrate your own views on the specific topic at hand. They should exhibit the ability to integrate material from the readings and class discussions. Most importantly, the essays must have a **regional comparative scope**. The **seminar paper** will require you to make use of both **primary** and **secondary sources** to construct a **coherent argument** and to substantiate it with **evidence**. When you draw upon someone else's work, you must use proper footnote, endnote and bibliographical format in accordance with the *Chicago Manual of Style*. For this see *A Manual for Writers of Term Papers, Theses and Dissertations* by **Kate Turabian**, or *Elements of Style* by **Strunk and White**, or *A Short Guide to Writing About History* by **Marius and Page**.
- a. **September 26: Essay One** will respond to *Making Jews Modern*.
 - b. **October 17: Essay Two** will respond to *Men of Order*.
 - c. **The Seminar Paper:** The seminar paper should be **fifteen to twenty-pages** long, double-spaced with one-inch margins. It will compare the modernity projects of two to three countries from the region this seminar covers. Your topic may be on education, arts, gender, environment, or others. Alternatively, you may want to focus on the changes or continuities of modernity on social, cultural, economic, political or military structures of two or three countries. Please note the following **due dates** for this research project:
 - **October 24: Paper topic;** a one paragraph description,
 - **November 7: Annotated bibliography** of your sources,
 - **November 21: Rough draft;** about ten pages-long,
 - **November 28: Second draft;** to be exchanged with each other,
 - **December 12: Responses** to the drafts; to be returned to authors,
 - **December 19: Final versions** of your seminar papers are due.

GRADING PERCENTAGES:

Class Participation	15%
Oral Presentation	20%
Essay One	15%
Essay Two	20%
Seminar Paper	30%

WEEKLY SCHEDULE:

Week One: August 29

- Getting to know each other, and introduction to “Comparative History.”

Week Two: September 5

From imperial subjects to citizens of nations:

Reading:

- **Khalid:** read the first half of the book.
- **Mackenzie, David.** [Kaufman of Turkestan: An Assessment of His Administration 1867-1881](#), *Slavic Review*, Vol. 26, No. 2. (Jun., 1967), pp. 265-285.
- **First Presentation (A. Khalid).**

Week Three: September 12

Muslim intellectuals of Russian and Central Asia:

Reading:

- **Khalid:** read the second half of the book.
- **Brower, Daniel.** [Imperial Russia and Its Orient: The Renown of Nikolai Przhevalsky](#), *Russian Review*, Vol. 53, No. 3. (Jul., 1994), pp. 367-381.
- **Second Presentation (A. Khalid).**

Week Four: September 19

Jewish aspirations of citizenship:

Reading:

- **Stein:** read the first half of the book.
- **Göçek, Fatma Müge.** [Ethnic Segmentation, Western Education, and Political Outcomes: Nineteenth-Century Ottoman Society](#), *Poetics Today*, Vol. 14, No. 3, Cultural Processes in Muslim and Arab Societies: Modern Period I. (Autumn, 1993), pp. 507-538.
- **Third Presentation (S. Stein).**

Week Five: September 26

Comparing Ottoman and Russian imperial subjects:

Reading:

- **Stein:** read the second half of the book.
- **Reynolds, Nancy** interviews Aron **Rodrigue**, “Difference and Tolerance in the Ottoman Empire” see <http://www.stanford.edu/group/SHR/5-1/text/rodrigue.html>
- **Fourth Presentation (S. Stein).**
- **ESSAY ONE IS DUE!**

Week Six: October 3

The first decades of the Twentieth Century in Egypt: A case study.

Reading:

- **Mahfouz:** read the first half of the novel.
- **Fifth Presentation (N. Mahfouz).**

Week Seven: October 10

Comparing Egyptian modernity with other cases:

Reading:

- **Mahfouz:** read the second half of the novel.
- **Najjar, Fauzi M.** [Islamic Fundamentalism and the Intellectuals: The Case of Naguib Mahfouz](#), *British Journal of Middle Eastern Studies*, Vol. 25, No. 1. (May, 1998), pp. 139-168.
- **Sixth Presentation (N. Mahfouz).**

Week Eight: October 17

Turks and Iranians: “Modern” Nations?

Reading:

- **Atabaki and Zurcher:** read the first half of the book.
- **Rahman, Fazlur.** [Muhammad Iqbal and Atatürk's Reforms](#), *Journal of Near Eastern Studies*, Vol. 43, No. 2. (Apr., 1984), pp. 157-162.
- **Seventh Presentation (Atabaki and Zurcher).**
- **ESSAY TWO IS DUE!**

Week Nine: October 24

Nationalism confronts religious beliefs:

Reading:

- **Atabaki and Zurcher:** read the second half of the book.
- **Keddie, Nikki R.** [The Iranian Power Structure and Social Change 1800-1969: An Overview](#), *International Journal of Middle East Studies*, Vol. 2, No. 1. (Jan., 1971), pp. 3-20.
- **Eighth Presentation (Atabaki and Zurcher).**
- **A paper topic is due!**

Week Ten: October 31

Is Sovietness a national identity?

Reading:

- **Brooks:** read the first part of the book.
- **Hirsch, Francine.** [Toward an Empire of Nations: Border-Making and the Formation of Soviet National Identities](#), *Russian Review*, Vol. 59, No. 2. (Apr., 2000), pp. 201-226.
- **Ninth Presentation (J. Brooks).**

Week Eleven: November 7

Celebrating Sovietness:

Reading:

- **Brooks:** read the second part of the book.
- **Rorlich, Azade-Ayse.** [Acculturation in Tatarstan: The Case of the Sabantui Festival](#), *Slavic Review*, Vol. 41, No. 2. (Summer, 1982), pp. 316-321.
- **Tenth Presentation (J. Brooks).**
- **Annotated bibliography is due!**

Week Twelve: November 14

Soviet women learn to cope:

Reading:

- **Baranskaya:** read the first half of the novel.
- **Ruthchild, Rochelle.** [Sisterhood and Socialism: The Soviet Feminist Movement](#), *Frontiers: A Journal of Women Studies*, Vol. 7, No. 2. (1983), pp. 4-12.
- **Eleventh Presentation (N. Baranskaya).**

Week Thirteen: November 21

Gender, ideology and survival strategies:

Reading:

- **Baranskaya:** read the second half of the novel.
- **Twelfth Presentation (N. Baranskaya).**
- **Northrop, Douglas.** [Subaltern Dialogues: Subversion and Resistance in Soviet Uzbek Family Law](#), *Slavic Review*, Vol. 60, No. 1. (Spring, 2001), pp. 115-139.
- **A rough draft is due!**

Week Fourteen: November 28

Pan-Arabism and Zionism: Modern identities?

Reading:

- **Kanafani, Ghassan.** "Palestine's Children: Return to Haifa,"
- **Harlow, Barbara.** [Return to Haifa: "Opening the Borders" in Palestinian Literature](#), *Social Text*, No. 13/14. (Winter - Spring, 1986), pp. 3-23.
- **Said, Edward W.** [Zionism from the Standpoint of Its Victims](#), *Social Text*, No. 1. (Winter, 1979), pp. 7-58.
- **Shapira, Anita.** [Zionism in the Age of Revolution](#), *Modern Judaism*, Vol. 18, No. 3, 100 Years of Zionism and the 50th Anniversary of the State of Israel. (Oct., 1998), pp. 217-226.
- **Zerubavel, Yael.** [The Politics of Interpretation: Tel Hai in Israel's Collective Memory](#), *AJS Review*, Vol. 16, No. 1/2. (Spring - Autumn, 1991), pp. 133-160.
- **Second draft is due! You will exchange papers with each other.**

Week Fifteen: December 5

Making Central Asia Modern and/or Soviet:

Reading:

- **Edgar**, Adrienne L. [Genealogy, Class, and "Tribal Policy" in Soviet Turkmenistan, 1924-1934](#), *Slavic Review*, Vol. 60, No. 2. (Summer, 2001), pp. 266-288.
- **Michaels**, Paula A. [Medical Propaganda and Cultural Revolution in Soviet Kazakhstan, 1928-41](#), *Russian Review*, Vol. 59, No. 2. (Apr., 2000), pp. 159-178.
- **Aitmatov**, Chingiz. *Mother Earth*.
- **Ellman**, Michael and S. **Maksudov**. [Soviet Deaths in the Great Patriotic War: A Note](#), *Europe-Asia Studies*, Vol. 46, No. 4, Soviet and East European History. (1994), pp. 671-680.
- **Thirteenth Presentation (C. Aitmatov)**

Week Sixteen: December 12

Interpreting memory: An Afghani Case:

Reading:

- **Ahmedi**: read the first half of the memoir.
- **Hauner**, Milan L. [Afghanistan between the Great Powers, 1938 - 1945](#), *International Journal of Middle East Studies*, Vol. 14, No. 4. (Nov., 1982), pp. 481-499.
- **Hirschkind**, Charles and Saba **Mahmood**. [Feminism, the Taliban, and Politics of Counter-Insurgency](#), *Anthropological Quarterly*, Vol. 75, No. 2. (Spring, 2002), pp. 339-354.
- **Moghadam**, Val. [Revolution, the State, Islam, and Women: Gender Politics in Iran and Afghanistan](#), *Social Text*, No. 22. (Spring, 1989), pp. 40-61.
- **Fourteenth Presentation (F. Ahmedi)**
- **Your responses to your classmates' drafts are due!**

Week Seventeen: December 19

Does memory kill history?

Reading:

- **Ahmedi**: read the second half of the memoir.
- **Fifteenth Presentation (F. Ahmedi)**.
- **Final Version of the Seminar Papers is due!**