

Introduction to the Modern Middle East
MODMEST100
SPRING 2019

Time: M-W 1:30 - 2:45 PM and Sections TBD

Location: Harvard Hall 103

Office Hours: Mondays 5:15 - 6:00 PM, Barker 411, or by appointment

Please sign up for office hours: [Click here for office hours](#)

Instructor: Prof. Malika Zeghal, mzeghal@fas.harvard.edu

Teaching Fellow: Armaan Siddiqi, asiddiqi@g.harvard.edu

[Click here for the Course's Website](#)

An introduction to Middle Eastern Studies focusing on the modern period (19th and 20th centuries). Lectures will be broadly sequenced according to historical chronology but will be thematically organized. They will provide some historical context for each topic examined, as well as present specific examples through primary sources, visual sources, and numerical data when relevant.

This course is designed to give students an overall good grasp of the history of the modern Middle East and of some of the major themes in modern Middle Eastern Studies. Students will critically engage with some of the most important topics that resonate in that area of the world. We will cover topics such as reformism, economic development, colonialism and nationalism, authoritarianism and democratization, sectarianism, culture, gender, literature and the arts, as well as the role of religion in politics. Most of these topics, in one way or another, will speak to the construction of nation-states in the Middle East and to the challenges they have been confronting.

This is **not** a survey course. In particular, it will **not** be exhaustive in its coverage of the region in space or time, and in its coverage of topics. **Students in search of a specific topic, country, or period are strongly encouraged to take a look at the syllabus prior to enrolling to make sure their specific interests will be covered.**

Assigned readings will consist of primary and secondary sources. Students will be exposed to first-hand accounts by protagonists in the history of the Middle East (primary sources) as well as to the diversity of approaches that the scholarly literature (secondary sources) has taken across disciplines, e.g. anthropological studies, quantitative analysis, philology and textual studies. The larger aim of the course is to develop students' critical thinking in

dealing with the history, cultures, politics, and political economies of the contemporary Middle East. Required for all NELC concentrators in The Modern Middle East. Open to all undergraduate and graduate students. There are no prerequisites for this course.

Note: A required course for undergraduates pursuing a secondary field in Modern Middle Eastern Studies.

Policy Regarding Attendance, Absences, Late Assignments and Missed Tests:

Lecture and Section attendance are mandatory. If you must miss section, please notify your TF at least 12 hours before the section meets. To make up for section participation you will be asked to write a two-page (double-spaced) response paper on the texts of the section that you will miss. The response paper is due no later than 48 hours after the section you have missed.

Absence due to illness: If you are unable to come to section because you are ill, email your TF and be prepared to produce a doctor's note. You may then write the two-page response paper to make up for the absence.

Unexcused absences: Please note that there is no option to write a response paper for unexcused absences. Unexcused absences will lower your participation grade, and three or more unexcused absences will result in a failing grade for the class.

Assignment deadlines are firm. Lateness will affect your grade by half a letter grade for an additional day (One day = one to 24 hours). Unexcused missed quizzes will be graded 0 points.

Academic Accommodation

Any student needing academic adjustments or accommodations is requested to present his or her letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Collaboration and Academic Integrity:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your

peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

Requirements and Grading

1- Four (4) in-class 15-minute quizzes (20%).

2 - An essay on an issue of your choice (40%). This essay is not a review of the literature on the issue at hand. You will use textual primary source(s), visual sources, quantitative data or a combination thereof. This essay is a semester-long research project. It will start with a question that relates to one of the units of the course and with a choice of sources and data that will help you formulate and start answering that question. This choice is important and should be done thoughtfully and carefully with the help of the teaching staff. It will help you deepen one aspect of the topic at hand. For instance, you could choose to analyze the issue of women's rights (or any other issues related to gender) through one or two autobiographies written by women from the Middle East. Another example could be the analysis of the post-Arab spring elections results. You may choose to focus on a specific event, a specific theme, or on a particular protagonist in the history of the modern Middle East. A Library Guide is available through the canvas website and at <https://guides.library.harvard.edu/modmdest100>

Throughout the course of the semester the teaching staff will be available to provide you with consistent feedback on your project.

I. Project Proposal Due by Monday February 11, 2019 at 11:59 PM

This will be one paragraph (max. 500 words) formulating your question and the set of empirical data (textual, visual or quantitative) you will have chosen. The proposal will not be graded.

II. First Submission Due by Monday March 25, 2019 at 11:59 PM

This will be a max. 2,000-word paper that should not be considered a rough draft but rather a polished draft articulating a cogent argument/analysis based on the chosen sources. You will receive feedback on this paper. You are expected to take this feedback into serious consideration for your final re-write. The first submission is worth 20% of your final grade.

III. Final Submission Due by Wednesday May 1, 2019 at 11:59 PM

The final re-write (max. 2,500 words) will be based on, and should incorporate feedback received as well as any additional relevant material gathered in the interim from lectures and readings. Additionally, you are expected to write a short reflection paragraph (max. 500 words) at the end of your paper which i) describes the challenges you encountered when choosing and analyzing your sources and ii) explain concisely how you have responded to the feedback you have received. The final submission is worth 20% of your final grade.

The entire final re-write should therefore not exceed 3,000 words in total.

3 – A final exam: two essay questions to be chosen out of four options (25%). **May 17, 2019**

4 - Oral performance in sections (15%).

The “Hacker Edition” (HE)

The Hacker Edition part of the syllabus is meant to offer a deepened set of readings if students are interested in investigating one or more units further. If you wish to do so for a given Unit, you will read the Hacker Edition Readings and send to your Teaching Fellow a 500-word response to the Hacker Edition question. Your response must be sent before the beginning of the last lecture of that specific unit and can earn you extra credit (between 0 and 2 points). HE Readings range from secondary classic work, to cutting-edge recent research, to more comprehensive primary sources.

Readings and Other Material:

Contextual Resources:

Available on Reserve at Lamont:

William L. Cleveland and Martin Bunton, *A History of the Modern Middle East*, Fifth Edition, Westview Press, 2013.

Kenneth J. Perkins, *A History of Modern Tunisia*, Second Edition, Cambridge University Press, 2013.

Susan Gilson Miller, *A History of Modern Morocco*, Cambridge University Press, 2013.

John D. Ruedy, *Modern Algeria: The Origins and Development of a Nation*, Indiana University Press, 1992.

Required Readings:

All other readings are available as PDFs (or accessible online) on the course canvas website. <https://canvas.harvard.edu/courses/50783>

These readings are required. They are meant to complement the lectures and are **not** a substitute for the lectures or the sections.

Lectures Material:

The lectures power points will be uploaded on the Canvas Website at the end of each Unit. The power points will provide the outline and summary of the lectures and will illustrate some (but not all) of their contents. They are **not** a substitute for attending the lectures.

Primary, Secondary and Tertiary Sources:

Primary Sources: A primary source is a document written during the time under study. Types of primary sources may include, but are not limited to: manuscripts, pedagogical treatises, pamphlets, books, articles in journals, the daily press (articles and interviews), speeches, letters, diaries, autobiographies, poetry, films produced at the time, art - e.g street graffiti, posters, etc...

Secondary Sources: A secondary source often interprets and analyzes a given phenomenon based on primary sources, quantitative data, or any other type of empirical data. Secondary sources can help you analyze a primary source because they generally retrace the history and/or analyze the sociology of the topic you want to study. Examples of secondary sources include, but are not limited to: encyclopedias, commentaries, academic journal articles, academic books that use primary sources to analyze an event or situation.

Tertiary Sources: A tertiary source consists of information which is a distillation and collection of primary and secondary sources. For example: almanacs; bibliographies (also considered secondary); chronologies; dictionaries and encyclopedias (also considered secondary); directories; fact books; guidebooks; indexes, abstracts, bibliographies used to locate primary and secondary sources; manuals; textbooks (also can be considered secondary).

Syllabus Key:

****Secondary Scholarship** (background reading that provides context and analysis)

***Primary Sources** (texts produced by Middle Easterners, or others, from the time under study)

***/**Secondary Scholarship** that could be read as a primary source and that we will treat as such for the purposes of this class.

This categorization is of course in and by itself an object of debate, which we will discuss in lectures and sections.

Unit 1. (Mon, 1/28 & Wed, 1/30) Introduction: The “Middle East” from the Maghrib to the Mashriq: Overlapping and Moving Geographies

No readings required

Unit 2. How to Deal with Decline: Reforming the State and Society in the Nineteenth Century

L1. Mon, 2/4: Attempts to Save the State

****Kay Kivanç Karaman and Sevkett Pamuk, "Ottoman State Finances in European Perspective, 1500-1914," *Journal of Economic History*, vol. 70, no 3, September 2010, p. 593-629.**

***The Ottoman Reform Decree of 1839 (Hatt-i Sherif of Gulhane) in James Gelvin, *The Modern Middle East* (New York: Oxford University Press, 2016) 167-169.**

L2. Wed, 2/6: Expressions of the Diagnosis of Relative Decline

***Rifa'a Rafi' al-Tahtawi, *An Imam in Paris* (Introduced and translated by Daniel Newman, Saqi Books, 2011), p. 177-192 and 216-236.**

****Albert Hourani, *Arabic Thought in the Liberal Age*, chapter 4: "The First Generation: Tahtawi, Khayreddin, and Bustani, p. 77-83.**

Unit 3. Renewing Political and Religious Thought

L1. Mon, 2/11 [PROPOSAL DUE]: Writing about and Implementing State Reform in the Nineteenth Century

****Albert Hourani, *Arabic Thought in the Liberal Age*, Chapter 4: "The First Generation: Tahtawi, Khayreddin, and Bustani, p. 84-95.**

***Khayr al-Din al-Tunisi, *The Surest Path* (1867) (Translation by Leon Carl Brown, *The Surest Path*, Harvard University Press 1967), p. 65-99.**

Project Proposal Due by Monday, February 11, 2019 at 11:59 PM

L2. Wed, 2/13: Renewing Islamic Thought and Life

***Charles Kurzman, *Modernist Islam (1840-1940). A Source Book*: Chapter 3, Muhammad Abduh, p. 50-60; Chapter 6, Muhammad Rashid Rida, p. 77-85.**

***Abd al-Rahman al-Kawakibi, *The Nature of Despotism (Taba'i al-Istibdad)*, Aleppo, 1900, p. 5-6.**

NO CLASS: Monday, 2/18: University Holiday

Unit 4. Varieties of Colonialism in the Middle East

L1. Wed, 2/20: Was Colonialism an Economic or Ideological Endeavor?

***/**Edward Said, *Orientalism*, Preface + Introduction, p. XV-XXX and 1-28.**

***/**Bernard Lewis "The Question of Orientalism," *New York Review of Books*, June 24, 1982.**

****Bernard Porter, *The Lion's Share*, Introduction (p. 1-10) and excerpt of Chapter 4, (p. 69-76).**

L2. Mon, 2/25: [QUIZ #1] Occupation Seen through the Eyes of Middle Easterners and Colonizers

*Al-Jabarti's Chronicle of the First Seven Months of the French Occupation of Egypt, (15-June December 1798), p. 33-56 and 100-110.

*Lord Cromer (Evelyn Baring), "The Moslems" in *Modern Egypt, Vol. II* (1908), 168-199.

Lord Cromer (d. 1917) was the British Consul-General in Egypt from 1882 until 1907. This excerpt on the Egyptian religious establishment is from his two-volume memoir, "Modern Egypt," in which he both reflects on his experiences and admonishes future generations of Englishmen working in the region.

*Algeria: The Poetry of Loss in Gelvin, *The Modern Middle East*, p. 175-177.

Unit 5. The Nation-State in the Middle East: Triumph and Challenges.

L1. Wed, 2/27: Intellectual and Political Transnational Networks

*From Sylvia Haim, *Arab Nationalism, An Anthology*, 1976: Rashid Rida, "Islam and the National Idea" p. 75-77.

**Ilham Khuri-Makdisi, "Fin de siècle Egypt. A Nexus for Mediterranean and Global Radical Networks" in J. Gelvin and N. Green, ed., *Global Muslims in the Age of Steam and print*, University of California Press. p. 78-100.

L2. Mon, 3/4: What Is (or Was) Arab Nationalism?

*From Sylvia Haim, *Arab Nationalism, An Anthology*, 1976: Sati' al-Husri, "Muslim Unity and Arab Unity," p. 147-153; The Party of the Arab Baath, "Constitution," p. 233-241; Michel Aflaq "Nationalism and revolution," p. 242-249.

*Fouad Ajami, "The end of Arab Nationalism," *The New Republic*, July 12, 1991.

L3. Wed, 3/6 & L4. Mon, 3/11 [QUIZ #2]: Competing Visions of the Nation-State

*Jamal Abd al-Nasser, *The Philosophy of Revolution*, 1955, Part III, p. 79-113.

*Leila Ahmed, *A Border Passage*, chapter 7, "Suez" 1999, p. 158-178.

Unit 6. The Political Economy of the Modern Middle East

L1. Wed, 3/13: Assessing Narratives of Modernization Fifty Years Later

*/**Daniel Lerner *The Passing of Traditional Societies*, 1959, p. 69-75.

*/**Hisham Sharabi, *Neopatriarchy*, 1988, p. 45-60.

Spring Break: Monday, 3/18 – Friday, 3/22

L2. Mon, 3/25 [FIRST SUBMISSION DUE]: Seeking Economic and Social Development: Successes and Failures

**"The Middle East and North Africa: Performing Below Potential," in *The World Bank, Economic Growth in the 1990s. Learning from a Decade of Reform*, 2005, p.156-162.

****Charles Issawi, *The Middle East Economy. Decline and Recovery*, 1995, Chapter 8: “Iraq: A Study in Aborted Development,” p. 143-164.**

***Watch Yasser al-Manawahly’s song about the International Monetary Fund:**

<https://www.youtube.com/watch?v=kJIW4LX8Tus>

***Yasser al-Manawahly, “Sanduquh” (The International Monetary Fund) in Gelvin, *The Modern Middle East*, 369-370.**

First Draft Submission Due by Monday March 25, 2018 at 11:59 PM

L3. Wed, 3/27: Oil and the Rentier-States: Resource Curse or Rulers Curse?

****Michael Ross, "What have we learned about the resource curse?" 2014**

***Abd al-Rahman Munif, *Cities of Salt*, Chapters 29-31, 74**

****Neha Vora, *Impossible Citizens*, 2013. “A Tale of Two Creeks.”**

Unit 7. Women and Gender

L1. Mon, 4/1: The Modern Debate about Women’s Rights and the Representation of Women Among Intellectual Elites

***Tahar Haddad, *Our Woman*, Chapter 8 “Scenes of Married Life.”**

****Beth Baron, *Egypt as a Woman. Nationalism, Gender and Politics*, 2005, Chapter 2, “Constructing Egyptian Honor”, p. 40-56. Available online at <http://quod.lib.umich.edu.ezp-prod1.hul.harvard.edu/cgi/t/text/text-idx?c=acls;idno=heb04411.0001.001>**

L2. Wed, 4/3 [QUIZ #3]: The Renewed Contemporary Debate About Women’s Rights

***/**Lila Abu Lughod, “Do Muslim Women Really Need Saving?” *American Anthropologist*, 2002, p. 783-790.**

***Marjane Satrapi, *Persepolis*, 1st American Edition (New York: Pantheon Books, 2003), pp. 3-9. 103-110, 111-117, 126-134.**

Unit 8. Islam and Politics

L1. Mon, 4/8: The Development of Mass Education: Cultural and Economic Consequences

***Taha Husayn, *Al-Ayyam*, Chapters 5-14.**

****Dale Eickelman, “Mass Higher Education and the Religious Imagination in Contemporary Arab Societies,” *American Ethnologist*, 1992.**

L2. Wed, 4/10: The Ideology of the Muslim Brothers

***Hassan al-Banna’s “Toward the light,” in Euben and Zaman, *Princeton Readings in Islamist Thought*, Chapter 2, (p. 56-78).**

***Sayyid Qutb’s “Signposts along the Road” in Euben and Zaman, *Princeton Readings in Islamist Thought*, Chapter 5, (pp. 129-145).**

L3. Mon, 4/15: The Debate on the Islamists’ “Moderation” Thesis

****Mona El-Ghobashy, “The Metamorphosis of the Egyptian Muslim Brothers,” *International Journal of Middle East Studies*, 37, 2005, 373-395.**

****Malika Zeghal, “Islamist Parties: Participation without Power,” *Journal of democracy*, Volume 19, number 3, July 2008, p. 31-36.**

L4. Wed, 4/17 [QUIZ #4]: Nationalism and Religious Difference: Sectarian Politics (Iraq/Maghreb/Israel)

****Fanar Haddad, “Sectarian Relations and Sunni Identity in Post-Civil War Iraq, in Lawrence Potter, *Sectarian Politics in the Persian Gulf*, 2014, p. 67-116.**

***Joelle Bahloul, *The Architecture of Memory*, 1996, p. 28-50.**

****Tessler, Mark. 1978. "The Identity of Religious Minorities in Non-Secular States: Jews in Tunisia and Morocco and Arabs in Israel." *Comparative Studies in Society and History* 20: 359-373.**

Unit 9. The Arab Spring: Causes and Consequences

L1. Mon, 4/22: The Unemployed, the Workers, and the Protests: the Economic Roots of the Revolt

****Joel Beinin, “The Rise of Egypt’s Workers,” Carnegie Papers, June 2012.**

****“Tunisian Labor Leaders Reflect Upon Revolt,” Middle East Report, 258, Spring 2011.**

***/**Robert Springborg, “The Democratization Industry and the Middle East,” Inaugural Lecture, SOAS, 2005.**

L2. Wed, 4/24: Transitions, Successes, Challenges and Failures.

<http://www.politico.com/magazine/story/2014/06/al-qaeda-iraq-syria-108214?o=0>

****Wehrey, Frederic M. “Waving Uthman’s Shirt: Saudi Arabia’s Sectarian Spring” in *Sectarian Politics in the Gulf*, 2014, p. 137-156.**

****Malika Zeghal, “Constitutionalizing a Democratic Muslim State without Sharia: The Religious Establishment in the Tunisian 2014 Constitution,” in Robert Hefner ed., *Sharia and Modern Muslim Ethics*, Indiana University Press, 2016.**

Unit 10. The Arts: State Patronage and Rebellion

L1. Mon, 4/29: “A world of Museums in the Making,” *Art Newspaper*, October 2011, p. 3.

Explore: <https://www.louvreabudhabi.ae/en>

Wed, 5/1: Conclusion and Q&A

No readings required. Students will send questions in advance of the Lecture.

The Hacker Edition (HE) Reading list [OPTIONAL]

The **Hacker Edition** part of the syllabus is meant to offer a **deepened set of readings** for students who are interested in investigating one or more units further. The readings from the Hacker Edition part of the syllabus are **optional**. If you wish to do so for **any given Unit**, you will read the Hacker Edition Readings and send to your Teaching Fellow a **500-word response** to the Hacker Edition question. Your response must be sent before the beginning of the last lecture of that specific unit and can earn you **extra credit** (between 0 and 2 points). HE Readings range from secondary classic work, to cutting-edge recent research, to more comprehensive primary sources.

Unit 2's Hacker Edition (HE):

****Khaled Fahmy, *All the Pasha's Men*, Introduction, Chapter 2 "The Birth of an Army: Conscription and Resistance" and Conclusion.**

HE Question: Compare and contrast Karaman and Pamuk's approach to that of Khaled Fahmy. What lenses and methods do they use? What lessons can you draw from this comparison?

Unit 3's HE:

****Albert Hourani, *Arabic Thought in the Liberal Age*, Preface to the 1983 edition, and Chapter 9 "Rashid Rida," p. 222-244.**

****Henri Lauzière, *The Making of Salafism: Islamic Reform in the Twentieth Century*, Columbia University Press, 2016, Chapter 2, pp. 60-95.**

HE question: Compare and contrast Hourani's approach of the thought of Rashid Rida to that of Henri Lauzière. What lenses and methods do they use? What lessons can you draw from this comparison?

Unit 4's HE:

Watch this movie: ***Gillo Pontecorvo's *The Battle of Algiers* (Italy: Igor Films, 1965)**

HE Question:

How are colonialism and nationalism represented in this movie? What is the movie trying to tell us about colonialism and nationalism? Analyze this movie as a primary source. You may want to read Franco Solinas, *Gillo Pontecorvo's The Battle of Algiers*, 1973.

OR

***Albert Memmi, *The Colonizer and the Colonized*, Beacon Press, 1965: Part I, "Portrait of the Colonizer," pp. 1-44.**

HE Question: How does Albert Memmi portray the colonizer in this chapter? How does his literary style serve his depiction of the colonizer? Analyze this chapter as a primary source. You may want to read Jean-Paul Sartre's introduction for context.

Unit 5's HE:

***Abd al-Hakim Qasim, *Rites of Assent: Two Novellas*, "Al-Mahdi," (1995) p. 3-63.**

HE question: as a work of fiction, what does *Rites of Assent* tell its readers about religious tensions in Egypt? Analyze in particular how the structure and style of the narrative express the tensions at play in the story.

OR

****Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, 1997, Preface and Chapter 6 "Elements of Identity II: The Debate on Zionism in the Arabic Press," p. 119-144.**

<http://hdl.handle.net.ezp-prod1.hul.harvard.edu/2027/heb.00158.0001.001>

****Benny Morris' Review of Rashid Khalidi's book in *Israel Studies*, Spring 1998.**

HE question: What would you draw from Chapter 6 of R. Khalidi's book in light of Benny Morris' review?

Unit 6's HE:

****Yu-Ming Liou and Paul Musgrave, "Resource Wealth is an Amplifier, not a Curse" 2012.**

*This article was published in a different version in *Comparative Political Studies*, 2014, Vol. 47(11) under the title "Refining the Oil Curse: Country-Level Evidence From Exogenous Variations in Resource Income"*

HE Question: Explain in non-technical terms how this article challenges the oil curse paradigm as understood by the secondary literature surveyed in Michael Ross's 2014 article "What have we learned about the resource curse?"

OR

****Gollin, D., Jedwan, R., & Vollrath, D., *Urbanization with and without Industrialization*, *Journal of Economic Growth*, Forthcoming (2016).**

You may want to start with the authors' blog at:

<http://www.theigc.org/blog/urbanisation-with-and-without-industrialisation/>

HE Question: Where does the Middle East fit in the authors' argument? Does the Middle East stand out?

Unit 7's HE:

****Malika Zeghal, "Veiling and Unveiling Muslim Women: State Coercion, Islam, and the 'Disciplines of the Heart'," in Aziz Esmail and Abdou Filali-Ansary, eds., *The Construction of***

Belief. Reflections on the Thought of Mohammed Arkoun, London, Saqi Books, 2012, p. 127-149.

HE question: To what extent is the policy of unveiling women by an authoritarian state an emancipatory policy?

OR

****Afsaneh Najmabadi**, “Verdicts of science, Rulings of Faith: Transgender/Sexuality in Contemporary Iran,” 2011, p. 533-556

HE question: How does A. Najmabadi’s work make you rethink your views (or what you think are the most commonly held views) about gender in the Middle East?

Unit 8’s HE:

****Malika Zeghal**, “Religion and Politics in Egypt: The Ulema of al-Azhar, Radical Islam, and the State (1952-1994),” *International Journal of Middle East Studies*, volume 31, no 3, August 1999, pp. 371-399.

****M. Q. Zaman**, *The Ulama in Contemporary Islam: Custodians of Change*, Princeton University Press, 2002, Chapter 6, pp. 144-180.

HE Question: Analyze the discussion between Zaman and Zeghal.

OR

****Richard P. Mitchell**, *The Society of the Muslim Brothers*, Oxford University Press, Chapters 8 and 9, “The Problem”; “The Solution.”

HE Question: Explain how the ideology of the Egyptian Muslim Brothers has evolved in light of Mitchell and Ghobashy’s work.

Unit 9’s HE:

***Election Program of The Freedom and Justice Party**, 2011, Egypt

http://kurzman.unc.edu/files/2011/06/FJP_2011_English.pdf

***“Statement of the 6 April Movement”** (Egypt) from February 6, 2011 in James Gelvin, *History of the Modern Middle East*, 368-369.

***<http://www.tahrirdocuments.org/2012/01/the-revolutionary-socialists-to-the-workers-of-egypt/>**

HE Question: Choose a set of documents from any or all of these three sources to respond to a question of your choice regarding the Arab Spring.