

History 203
Egypt and Europe 1798-1914
Fall, 1992
Mr. Chamberlain
Office Hours: 4-5 Tuesdays and Thursdays, 4118 Humanities
Telephones: 265-2673 office; 258-8835 home

Time: Tuesdays and Thursdays, 2:30-3:45
Place: 6203 Social Science.

Important Dates:

Last Day to Drop This Course Without DR or W on transcripts: September 11.
Last Day to File Pass/Fail Privilege form: September 29.
Midterm: November 3.
Last Day to Drop This Course Without Academic Penalty: November 20.
Paper Due: December 8
Last Day of Class: December 15.
Final Exam: 7:45 a.m. Friday, December 18 (Double-check at the end of the term).

This course examines interactions between Egyptians and Europeans in Egypt from Napoleon's invasion of 1798 until the First World War. The period is interesting for a number of reasons. First, Egypt and Europe had longer and more intense historical connections than was the case of virtually any other area subjected to European colonialism. Second, not only is Egypt an especially interesting case study in relations between Europeans and peoples outside Europe, but many Middle Eastern responses to modernity first appeared in Egypt during the period. By studying the period we can better understand contemporary Middle Eastern political, social, and cultural institutions, ways of seeing the world, and attitudes towards Europe and the US. Finally, the period is fascinating in its own right. There are interesting and accessible primary sources that exist for few other periods and places in Middle Eastern history. The era also had for Europeans a certain romantic charm that some will share at the same time as others criticize it.

The main purpose of the course is to introduce you to how scholars ask and answer historical questions. Much of the reading will consist of primary materials. By the end of the course you should know how to develop a research topic, how to make a research plan, how to handle primary sources, and how to analyse your materials and write up your results.

The course has two main parts. In order to understand these issues in their long-term historical context, the first month of the course will survey Egyptian history from the Arab conquests through the late medieval period. This part of the course will consist of background lectures and many slides. We will examine interrelationships among the natural environment, food and material production, social organization, culture, and political power. You will note that the assigned reading for this part of the course is minimal. There is a reason for that. I want you to get acquainted with the sources you will be writing your papers on. These are on reserve in Helen C. White. Your overall performance in this course will depend more than anything else on your willingness to wade through these primary sources, and to make something out of them, so in this part

of the course you will have a chance to get a head start on them. Also, I have assigned an excellent novel, Midaq Alley by Naguib Mahfouz, that will give you some idea of the how people lived in a neighborhood in Cairo towards the end of the period.

The second part of the course examines interactions among Egyptians and Europein a variety of arenas. We will examine the integration of Egypt into the emerging world economy, the growth of the state, the reasons for European interest in Egypt, and the final subjugation of Egyptians by Europeans. We will look not just at the standard political and social history of the period, but also at technology, forms of city planning, social control, bureaucracy, culture, and ideas. We will try to understand these not just as Egyptian “reaction” to Europe, but rather how specific groups in Egypt made use of these as political and social resources within their own political and social struggles.

I hope to reward clarity, curiosity, originality, and organization, more or less in that order. If you do the assigned work on time with care you can expect a B. A-level work will not only be thoughtful and well-organized, it will show that you have wandered in the primary-source material alertly and made something out of it. I realize that you may feel adrift at times - that is why I have office hours. These sources are not just accessible, they are interesting and in many cases fun.

Grading: Mid-term and map quiz:	25%
Final:	25%
Paper	50%

Office hours and telephone calls. Miss Manners should write a book on how to deal with teachers outside of class. Until she does, you might want to consider the following suggestions. When attending office hours, introduce yourself, then ask logical questions which you have thought out in advance. Try to avoid flopping into your teachers’ chairs and mumbling aimlessly for long periods. Second, when calling your teachers at home, have a question ready. Be clear and succinct, especially when addressing an answering machine. If you amble aimlessly on my answering machine you will be better off if you do not admit who you are. These of course are just suggestions.

The paper should be a ten-fifteen page (20-30k) treatment of an important issue in Egyptian history based on primary sources. This is the point of the course. Where most of the sources are English in origin or in translation, there are some interesting ones in French and Arabic, if any of you are interested. There are piles of material on all of these topics. At the beginning of the course, I suggest especially that you read newspapers and travellers’ accounts.

Several of the sources are valuable, or contain valuable material. Do not steal anything! If you notice that something is missing from a book – a map or a plate for example – bring it to the attention of the librarian immediately, so we can run the guilty party down.

LECTURES

	<u>Tues.</u>	<u>Thurs.</u>	<u>Topics.</u>
Week 1:	Sep.	3	Introduction
Week 2:	Sep. 8	10	Physical and Human Geography of Egypt: Rulers, Peasants, Nomads, and City-folk; the Nile, Irrigation, the Family and Food Production, Technology.
Reading: al-Sayyid-Marsot, <u>A Short History of Modern Egypt</u> (all).			
Week 3:	Sep. 15*	17	Egypt and Islam; Islamic beliefs and practices.
Reading: Vatikiotis: <u>The History of Modern Egypt</u> , 3-29; Hourani, <u>Arabic Thought in the Liberal Age</u> , 1-24.			
Week 4:	Sep. 22	24	Mamlûks and Ottomans: the Politics of Military Factionalism. Land Tenure, Elites, and the State.
Reading: Hourani, 25-33.			
Week 5:	Sep. 29	1	Scholars, Holy Men, and the Organization of Society.
Mahfouz, <u>Midaq Alley</u>			
Week 6:	Oct. 6	8	Egypt and Europe: Contacts until 1798. Knowledge about and Images of One Another; Military, Scientific, and Commercial Interactions; Reversal of Traditional Relations 1500-1800.
Reading: Hourani, 34-66.			
Week 7:	Oct. 13	15	The French Invasion: the French Revolution, Nationalism, and Islam.
Reading: Vatikiotis, 30-46.			
Week 8:	Oct. 20	22	Muhammad Ali: Mamlûk Household Ruler or "Modernizing Autocrat?"
Reading, Vatikiotis, 49-69.			
Week 9:	Oct. 27 ^T	29 ^X	
Week 10:	Nov. 3 [@]	5	"A Woman's Work is Never Done:" Cotton and the Integration of Egypt into the World Economy. Transformation of Social Relations of Production; the Village, the Peasant, and the State. Changing Women's Labor. Egypt as Plantation.

Week 11: Nov. 10	12	The State, "Westernization," and "Modernization." The Suez Canal, Opera, and the Transformation of Cairo.
Reading: Vatikiotis, 70-123		
Week 12: Nov. 17	19	The Urabi Revolt and the British Invasion: the British Empire's "New Order of Things."
Reading: Vatikiotis, 124-166		
Week 13: Nov. 24	26 ^x	Cromer and British Rule.
Reading: Vatikiotis, 169-245.		
Week 14: Dec. 1	3	Egyptian Responses: Afghani, Abduh, and Islamic Responses; Egyptian Liberal Nationalism
Reading: Hourani, 103-221		
Week 15: Dec. 8 ⁺	10	Colonial Culture: Exoticism, Romanticism, Orientalism.
Week 16	Dec. 15 ^r	

*Map-quiz; ^x No Class; ^r Review; [@] Mid-Term; ⁺Paper Due.

Papers

All materials are on three-hour or three-day reserve at Helen C. White. Please, never, never take something out for another three days after returning it. If it proves difficult to get hold of material we will have to put everything on three-hour reserve.

All papers must be turned-in on time to ensure fairness. You may turn in a paper late, but you will lose a half-grade per class-period, i.e., two periods late will bring your grade from a B to a C.

Papers should be 10-15 pages (20-30k), with foot or end-notes, title page, and bibliography. Use a dark ribbon on your printer. Paper-grading is partly a subjective art, so a good-looking paper, without typos, counts for something. Don't bother with plastic covers – a single staple is best, otherwise put loose sheets in a file-folder.

You may appeal a grade by bringing the paper to me during my office hours with a written argument why it should be changed. Be aware that your grade can be revised down as well as up.

Paper Topics

These paper topics are based entirely on primary sources in English or in English translation. If any of you are interested in reading French or Arabic sources, see me for suggestions and material. These suggested topics cover many of the interesting issues, and you will want to keep all of them in mind while you are reading through the material. For your paper itself you will want to narrow your focus considerably.

1. Nationalism, the French Revolution, and Islam. This is an especially good topic for those of you who are comfortable working in French and Arabic, in which there are masses of interesting material – see me for suggestions and readings. The French apparently expected that the Egyptians would welcome them with open arms. What made them believe this? What arguments – political, cultural and social – did they advance to Egyptians to make them accept French political dominance? To what extent did the French try to implement the Revolution in Egypt? What accounts for Egyptian resistance to the French? Why did Egyptian resistance to the French take the cultural and political forms that it did? Read: Bonaparte's Proclamations; Jabarti, Chronicle of the First Seven Months of the French Occupation; Savary, Letters on Egypt, especially the introduction by the translator, written in 1802.

2. How did Europeans describe Egyptian women and Egyptian family life? To what extent were these a projection of European elite ideals of relations among the sexes onto an Egyptian background? How did the gender or social position of English or French writers shape their attitudes towards Egyptian women? Did English women in Egypt experience any feeling of solidarity with Egyptian women that transcended national differences? How did the European perception of Egyptian women reflect European sensibilities or cultural movements such as exoticism and romanticism. Read Lady Duff Gordon, Letters from Egypt; Sophia Poole, An Englishwoman in Egypt; Florence Nightingale, Letters from Egypt; Flaubert, Flaubert in Egypt; R. Savory, Letters on Egypt; Jabarti, al-Jabarti's Chronicle of the First Seven Months of the French occupation.

3. "The New Order of Things." Why did the British invade Egypt in 1882? Were they interested in "serving the cause of reform," securing their geo-political interests (especially the Suez canal), protecting European investors, or saving the world by expanding their empire? Compare arguments for the invasion and subjugation of Egypt among the elite and in the popular press. Read The Illustrated London News for 1882 and 1883; Cromer's Modern Egypt; Blunt's Secret History of the English Occupation of Egypt, Being a Personal Narrative of Events; Adye, Reflections of a Military Life; Broadley, How We Defended Arabi and His Friends; Urabi's the Defense Statement of Ahmad Urabi, the Egyptian; The Quarterly Review, January/April, 1883; and Blackwood's Edinburgh Magazine, November, 1882.

4. What arguments did the British advance to justify their political domination of Egypt? What accounts for the British sense of "superiority": religion, nationalism, science and technology? To what extent did a sense of cultural and social superiority serve their interests in maintaining political superiority? How did different groups and classes in Britain conceive of their "superiority?" Read Illustrated London News, Lady Duff Gordon, Letters from Egypt; Lord Cromer, Modern Egypt; Ancient and Modern Imperialism; "The Government of the Subject Races," Gorst, "The Oriental Character."

5. According to Evelyn Baring, Earl of Cromer, what were the purposes of imperialism? In describing Roman imperialism, how did he make use of the ancient past to justify not just British policy in Egypt, but the European subjugation of the world outside Europe? Did he believe that Europeans were succeeding in their "civilizing mission?" What according to Cromer accounted for resistance to European intentions? How did he understand himself and his policies in the light of the Roman Empire? Read Cromer's Modern Egypt; Ancient and Modern Imperialism; "The English in Egypt," Edinburgh Review (Jan, 1890); "The Government of Subject Races," Edinburgh Review (Jan, 1908); and look through his Political and Literary Essays. Also see Gorst's "The Oriental Character."

6. How did Egyptian Muslim intellectuals respond to European threats to their religion, their culture, their sense of what a good state and a good society are, and their social position? How did they respond to European philosophy, science and technology, and systems of education? How did they confront the paradox of the ideal of the Dâr al-Islâm with the reality of the political subjugation of Muslims by Europeans? What arguments did they advance to transform Egyptian society into something simultaneously "modern" and Islamic. Read Jabarti, Jabarti's Chronicle of the First Seven Months of the French Occupation of Egypt; Hussein's The Stream of Days; a Student at the Azhar; Hourani's Arabic Thought in the Liberal Age; Jamal al-Dîn "al-Afghanî's" treatise in Keddie's An Islamic Response to Imperialism.

Three Hour Reserve: Reading Room Use Only

The Illustrated London News, 1882 and 1883.

Yates, W.H., Egypt vols 1 and 2 DT 104 Y34

Seventy Two Hour Reserve Reading List

Abu-Lughod, J., Cairo: 1001 Years of the City Victorious (Princeton, 1971).

Adye, J.M., Reflections of a Military Life (London, 1895) (In Folder).

al-Sayyid-Marsot. A.L., Egypt in the Reign of Muhammad Ali (Cambridge, UK, 1984).

al-Sayyid, A. L., Egypt and Cromer: a Study in Anglo-Egyptian Relations (London, 1968).

Alexander, J., The Truth about Egypt (London, 1911) F 7134 ALZ (Cutter).

Blunt, W.S., My Diaries, 1888-1914, 2 vols. (London, 1919).

Blunt, W.S., Secret History of the English Occupation of Egypt, Being a Personal Narrative of Events (London, 1907) DT 107.4 B7 1967. 3 copies.

Blunt, W.S., The Future of Islam (London, 1882) BP 25 B6 1975.

- Broadley, A.M., How We Defended Arabi and his Friends (London, 1884) F 7134 B78 (Cutter).
- Budge, E., By Nile and Tigris (London, 1920) G29 B85 (Cutter).
- Budge, E., The Nile, Notes for Travellers in Egypt (Thomas Cook and Son Guide, London, 1893) DT 45 B89.
- Cromer, E.B., , "The English in Egypt," Edinburgh Review (Jan, 1890) AP E24 R454
- Cromer, E.B., , "The Government of Subject Races," Edinburgh Review (Jan, 1908) AP E24 R454
- Cromer, E.B., , "The Oriental Character," The Anglo-Saxon Review II (Sep, 1899) (In Folder).
- Cromer, E.B., , Modern Egypt (London, 1908) DT 107 .C88 3 copies.
- Cromer, E.B., , Political and Literary Essays (London, 1913) AC8 C7
- Cromer, E.B., , Political and Literary Essays, II, (London, 1914) AC8 C7 1914
- Denon, Travels in Upper and Lower Egypt (1973 reprint of 1803 London edition) DT 53 D43.
- Flaubert, G., Flaubert in Egypt, F. Steegmuller trans. (Boston, 1972) DT 54 F 57 1972
- Gordon, D., Letters from Egypt (1983 reprint of London, 1902 ed.) DT 54 D 84 1983
- Griffiths, A., A Bid for Empire: a Story of Love and Adventure in Modern Egypt (London, 1903) Memorial Library Master Negative, Micro Film 2984
- Hunter, F.R., Egypt under the Khedives, 1805-1879: From Household Government to Modern Bureaucracy (Pittsburgh, 1984) DT 100 H8 1984
- Husayn, Taha, A Passage to France (Leiden, 1976)
- Husayn, Taha, An Egyptian Childhood: the Autobiography of Taha Hussein (London, 1932) DT 107.2 T3 A33 1981
- Husayn, Taha, The Stream of Days, a Student at al-Azhar, H. Wayment trans. (Cairo, 1943) DT 107.2 T3 A332
- Jabarti, al-Jabarti's Chronicle of the First Seven Months of the French Occupation of Egypt (Leiden, 1975) (In Folder).
- Keddie, N., An Islamic Response to Imperialism (Berkeley, 1968) BP 80 A45 K4
- Keddie, N., Sayyid Jamal al-Din "al-Afghani", a Political Biography (Berkeley, 1972) BP 80 A 45 K 43 2 copies
- Kedouri, E., Afghani and Abduh, an Essay on Religious Unbelief and Political Activism in Modern Islam (London and New York, 1966) BP 70 K4

- Lane, E.W., The Manners and Customs of the Modern Egyptians, G 71 L26 and DT 70 L27, 3 copies.
- Lapidus, I., A History of Islamic Societies (Cambridge, UK, 1988) DS 35.63 L37 1988.
- Lewis, B., The Muslim Discovery of Europe (New York, 1982) DS 63.2 E8 L48 1982
- Lloyd, George Ambrose Lloyd, Egypt Since Cromer 2 vols. (London, 1933-34) DT 107 C882
- Marlowe, J., Spoiling the Egyptians (London, 1974) DT 100 M29.
- Milner, A., England in Egypt (London, 1904) DT 107 M65 1970.
- Nightingale, F., Letters from Egypt: a Journal on the Nile, 1849-1850 (New York, 1987 reprint) DT 54 N54 1987, 2 copies.
- Poole, Sophia (Lane), The Englishwoman in Egypt: Letters from Cairo Written during a Residence there in 1842, 3, and 4, 2 vols., (London, 1844) (In Folder).
- Sattin, A., Lifting the Veil: British Society in Egypt 1768-1956 (London, 1988) DT 100 S28 1988.
- Savary, R., Letters on Egypt, 2 vols., (reprint of London, 1803 ed.) DT 51 S26
- St John, B., Village Life in Egypt (NY 1973 reprint) DT 54 S15 1973
- Tucker, J., Women in Nineteenth-Century Egypt (Cambridge, UK, 1985) HQ 17 93 T 83 1985
- Urabi, A., The Defense Statement of Ahmad Urabi, the Egyptian (Cairo, 1982) DT 107.4 U68 1982
- Welch, W., No Country for a Gentleman: British Rule in Egypt, 1833-1907 (New York, 1988) DT 107.3 W44 1988