In spring 2011, Egypt was described in American media as the “anchor” of US policy in the Middle East, a “strategic cornerstone,” and “the most important Arab country.” This course helps explain how Egypt came to occupy such a prominent place. Our analysis will move chronologically from state-building under Muhammad Ali in the early 19th century to the January 25, 2011 Revolution that toppled long-ruling Egyptian president Hosni Mubarak. Students will be asked to read carefully and write clearly. Class discussions and assignments will require comprehending and critiquing the assigned material.

**Texts**

The following book is available for purchase from the University Co-op:


Other readings will be posted for printing from Blackboard.

**Course Objectives**

After successfully completing this course students will be able to:

- Speak knowledgably about contemporary developments in Egypt.
- Read scholarly materials carefully and critically.
- Write succinct and clear answers to response questions.

**Grading policy**

20% = best four of five response papers (each worth 5%); (due 6/7, 6/14, 6/21, 6/28, 7/5)

40% = best two of three exams (each worth 20%) (6/9, 6/23, 7/7)

20% = attendance (20%), 1pt/day with a maximum of 20 pts

20% = present one side of one debate (10%), participate in audience of second debate (10%) (6/17, 7/1)
From the total of the above items, final letter grades will be determined on the following scale:

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
0-59 = F

Course Accessibility

Any students with disabilities should have a representative from the Office of the Dean of Students contact me as early as possible in the semester, ideally before the third class meeting. All accommodations must be coordinated through this office.

Use of laptops and handheld devices prohibited during class

Cell phones, laptops, and other electronic devices must be powered off and stowed during class. Students are expected to take notes by hand during lecture and discussion.

Active Class Participation

In addition to attending all or nearly all class sessions, students should come to class ready to be called upon and provide the best answers they can reach from the readings and lecture. Credit for attendance presumes appropriate and respectful behavior toward instructors and classmates.

The Quiz Option

In the unlikely event that it appears the class has not completed the readings, I reserve the option of assigning unannounced quizzes that will constitute 10-20% of the final grade.

Weekly Response Papers

Each Tuesday at the beginning of class students will turn in (by hard copy) a 600-700 word paper responding to a question about recent material covered in class and readings. The questions are provided below, after the course calendar. Papers should be written double-spaced in a font size equivalent to Times New Roman 12 or Arial 11. Pages should be numbered.

Response papers will be graded on a tripartite scale of full credit (5 pts), partial credit (3 pts), and no credit (0 pts.). Full credit papers are those that speak directly, clearly, and succinctly to the question posed. The author has used concrete language, omitted needless words, and cited the readings using parenthetic citations (author year: page). No bibliography or list of sources is required.

After grading each set of response papers, the professor and teaching assistant will provide general suggestions and feedback, to the class as a whole, on how the papers could be improved. Students who want individual advice on improving their writing of response papers should schedule an appointment with the teaching assistant.

Exams

This class has three exams (and no final). Although each exam focuses on the material covered in the preceding section of the course they are cumulative in the sense that questions may also address earlier material. The exams will be based on the readings and lectures. The format will be a combination of matching, short answer, and multiple choice.
### Course Calendar

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<tr>
<th>JUNE 2</th>
<th>JUNE 3, Day 1</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>Mohammed Ali’s Egypt, 1805-1922</td>
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<td>Video: <em>Revolution in Egypt</em></td>
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<td>No readings</td>
<td>Al-Sayid Marsot, preface, pp. 65-97</td>
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<tr>
<th>JUNE 6, Day 2</th>
<th>JUNE 7, Day 3</th>
<th>JUNE 8, Day 4</th>
<th>JUNE 9, Day 5</th>
<th>JUNE 10, Day 6</th>
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<tr>
<td>Response paper #1 due</td>
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<td>Al-Sayid Marsot, pp. 98-126</td>
<td>Al-Sayid Marsot, pp. 127-155</td>
<td>Al-Sayid Marsot, pp. 156-177</td>
<td>No new readings</td>
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<th>JUNE 13, Day 7</th>
<th>JUNE 14, Day 8</th>
<th>JUNE 15, Day 9</th>
<th>JUNE 16, Day 10</th>
<th>JUNE 17, Day 11</th>
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<tr>
<td>Response paper #2 due</td>
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<td>Waterbury, Stork</td>
<td>Quandt</td>
<td>Brown, Klare, El-Sayed, Naggar</td>
<td>Springborg, Freeman, Kadry Said, Sharp</td>
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<th>JUNE 20, Day 12</th>
<th>JUNE 21, Day 13</th>
<th>JUNE 22, Day 14</th>
<th>JUNE 23, Day 15</th>
<th>JUNE 24, Day 16</th>
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<td>Response paper #3 due</td>
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<td>Bush, El-Ghobashy, Grey, Bergen and Tiedemann</td>
<td>Telhami</td>
<td>J. Scott Carpenter and responses</td>
<td>No new readings</td>
<td>El-Amrani</td>
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<td>JUNE 27, Day 17</td>
<td>JUNE 28, Day 18</td>
<td>JUNE 29, Day 19</td>
<td>JUNE 30, Day 20</td>
<td>JULY 1, Day 21</td>
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<td>The January 25th Revolution</td>
<td>The SCAF’s Referendum</td>
<td>Foreign Policy: Overtures to Iran and the Opening of Rafah</td>
<td>Accountability: Mubarak and sons on trial?</td>
<td>In-class debate 2 Resolved: Egypt should put the Camp David treaty up for a popular referendum</td>
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<tr>
<td>Springborg, Goldberg, “Revolution against neolib,” ICG, El-Ghobashy</td>
<td>Stacher, Sallam</td>
<td>Hinnebusch, Sharp, Susser, Kestenbaum</td>
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<th>JULY 6, Day 23</th>
<th>JULY 7, Day 24</th>
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<tr>
<td>Topics and readings to be determined</td>
<td>Closing discussion</td>
<td>Exam 3</td>
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<tr>
<td>Response paper #5 due</td>
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**Response paper topics**

#1 How did Egyptians pursue democracy during the monarchy of Mohammed Ali’s family? (due 6/7)

#2 In your view, what were the most significant changes Sadat made to the Egyptian government’s regional and domestic role? (6/14)

#3 What would have been the most effective use of American aid to Egypt to prompt Mubarak to lead the Middle East in democratic reform? (6/21)

#4 Do you consider the January 25th Revolution an actual revolution? Is it more of a revolution than the July 1952 Revolution? (6/28)

#5 In what ways is Egypt in July 2011 more democratic and free than it was one hundred years prior? (7/5)

**Readings**

June 3 (Day 1) - **Al-Sayid Marsot**, *A History of Egypt*, preface, pp. 65-97

June 6 (Day 2) - *Al-Sayid Marsot*, pp. 98-126

June 7 (Day 3) - **Al-Sayid Marsot**, pp. 127-155
June 8 (Day 4) - **Al-Sayid Marsot**, pp. 156-177

June 9 (Day 5) - no new readings, Exam 1


June 17 (Day 11) – no new readings, Debate 1


June 23 (Day 15) – no new readings, Exam 2


June 30 (Day 20) – readings TBD

July 1 (Day 21) – no new readings, Debate 2

July 5 (Day 22) – readings TBD

July 6 (Day 23) – readings TBD

July 7 (Day 24) – no new readings, Exam 3

**Suggestions for Close Reading**

This class is based on close reading of the assigned texts and informed discussions in class. Students should expect to spend an average of 1-3 hours on homework per night. Accordingly, class meetings cover less than half of the time commitment needed for satisfactory performance: students will spend as much time working outside of class as they do in it.

Close reading entails reflecting on the text as you are reading, and evaluating the author’s argument. Here are a few suggestions:
• Look for the author’s argument and the evidence she uses to support it: What is the main claim she makes? With whom is she disagreeing? Then consider your reactions to the author’s work: Does this make sense to you? Why or why not? What are the weaknesses of the argument?

• Read with pencil in hand. Jot down thoughts you want to raise in class. Write your reactions to the text in the margins. Above all, think about what you are reading; if you find yourself turning pages numbly, stop, take a pause, and then refocus on the author’s chain of thought.

• Plan your readings to be spaced out in reasonable increments. Thoughtful reading takes time and energy. It is more pleasant and more productive to read over several days than to try and compress all the reading into a couple of nights.

• Don’t use a highlighter. Writing comments (e.g., “good counterpoint to Huntington”) helps a reader engage with the text, whereas highlighting encourages passivity and torpor.

• Keep track of the parts of the text where you had questions, objections, or fierce agreement with the author’s points. Note page numbers on a separate sheet of paper. You may also want to use post-it flags for quick reference to key passages.

• When you are done reading, check to see that you can summarize the author’s argument in a few sentences. You may want to take 5 minutes and write down this summary, particularly if you are reading several texts in a short period.

• Remember that the goal of close reading is not just to have turned pages, but to be able to say something about the material and evaluate it.

Class Discussion

Class meetings are an opportunity to analyze the readings and the information given in lectures. My expectations are that all students will come to class having done a close reading of the assigned texts. All student should be ready to answer queries about the text, including “What is ______’s argument and what do you think of it?” Proper preparation will enable the class to have an informed discussion. An informed discussion entails the following:

• Active listening to whomever the instructor has recognized to speak. Like close reading, active listening requires reflection on what is being said. This means jotting down your reactions to the lecture or discussion and raising questions for your fellow classmates. It also means not talking while others are speaking.

• Responding, as best as you are able, to questions asked by the instructor. The material we will be reading is sometimes very difficult and complex. Because it is open to interpretation from many viewpoints, in most cases there will not a single correct answer. Nonetheless, it is incumbent upon all students to attempt to respond to questions in class by drawing upon the readings done outside of class.

• Letting the instructor know when a point is not clear. When you have a question, you are probably not the only one. By asking the instructor to clarify an issue from the readings or lectures, you are helping us all to learn more.
• Making your own points and arguments. You may recall what you said in class, much longer than you will remember what the instructor said. By sharing your reactions and thoughts with me and your classmates, you will take much more from this course than if you sat quietly.

• Respect your fellow students and the instructor. A rich discussion requires that many people participate. The instructor will actively moderate discussion in class so that all are given a chance to express their opinions. Those who have many points to share should listen closely to their colleagues and respect the instructor’s judgment in facilitating a full conversation.

OTHER COURSE POLICIES

Late Assignments

Hard copies of assignments should be submitted at the beginning of class on the due date. Emailed papers will not be accepted. Late response papers will not be accepted. Extensions will only be granted in the event of an extreme and verifiable medical or family emergency (to be determined by the Office of the Dean of Students).

Scholastic Dishonesty

“Scholastic dishonesty… includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act” (Section 11-802 (b), Institutional Rules on Student Services and Activities).

More information about what constitutes scholastic dishonesty can be found at: http://deanofstudents.utexas.edu/sjs/acint_student.php. Any student that violates this policy will fail this course and have the details of the violation reported to Student Judicial Services.

Grade Appeals

Any complaints about grades must be initiated by your written explanation of why the decisions behind the assignment of your grade should be revisited. You will have three class days after an assignment has been handed back to submit this written explanation.

Performance in other classes taken here at the university is not germane to any grading decision made in this class. For example, if receiving a D in this class places you on academic probation, this does not constitute a viable justification for requesting the regarding of an assignment.

Eating in Class

Eating, chewing gum, and chewing tobacco are not permitted in class. A closed-lid beverage is permitted, provided that its consumption does not disrupt teaching and discussion.

Changes to the syllabus

This syllabus is subject to revision at my discretion. Any changes will be announced in class.